

# Report of External Evaluation and Review

## Chivalry Training Providers

Confident in educational performance

Confident in capability in self-assessment

Date of report: 4 April 2012

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# 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:	Chivalry Training Providers
Location:	39 Boston Road, Mt Eden, Auckland
Type:	Private training establishment
First registered:	21 December 2007
Number of students:	Domestic: 27
Number of staff:	Five full-time equivalents
Scope of active accreditation:	National Certificate in Security (Level 2 and Level 3)  Unit standards that lead to: <ul style="list-style-type: none"><li>• National Certificate in Distribution (Level 2 and Level 3)</li><li>• National Certificate in Driving (Light Motor Vehicle)</li><li>• Licence Controller Qualification (unit standards 4646 and 16705)</li></ul>
Sites:	As above
Distinctive characteristics:	Chivalry Training Providers (CTP) delivers specialist training in security and health and safety, mainly through training agreements with industry training organisations and more recently through the Gateway programme in secondary schools. Current public courses are hospitality licence-related. The courses are driven by the needs of

employers or industry training organisations.

Previous quality assurance history: CTP was first quality assured by NZQA by audit in 2009, when it did not meet six of the applicable Policies and Criteria for PTEs.

Other: Historically, the PTE has had a focus on the Licence Controller Qualification and security training. To accompany this, the PTE is now moving into providing distribution and driver training.

## 2. Scope of external evaluation and review

In accordance with NZQA policy, the mandatory focus area of governance, management, and strategy was included in the scope of this external evaluation and review. The second focus area was the collection of short courses:

- Gateway – Security Units
- Hospitality Security
- LCQ – Licence Controller Qualification
- First Aid
- Health and Safety – H&S Rep
- Health and Safety – Accident

## 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-eeer/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 external evaluation and review was conducted over two days by two NZQA evaluators. The evaluation involved interviews with management, staff, stakeholders, and trainees as well as a review of tabled documents.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Chivalry Training Providers**.

CTP is recording 100 per cent achievement and completion on its short courses. This result accounts for 91 per cent of the total enrolments for 2011. The remainder of enrolments are for the longer security qualification. In addition to this achievement, feedback from industry, schools, and trainees shows that they value this training because trainees not only gain credits and complete qualifications but also achieve other valued outcomes: the employee maintains and adds value to current employment; the student remains at school and continues to strive for higher education; and trainees gain increased insight into employment opportunities.

The majority of training is delivered off site at various workplace environments. This training mode makes the training context-specific and relevant to real-time work experiences and is instrumental in CTP achieving its 100 per cent completion rate for the short courses.

CTP is meeting industry requirements for external moderation of trainee assessments and is improving its moderation reporting to NZQA. Industry-developed assessment resources are used to support the training, and staff have access to the database where achievement results, moderation findings, and evaluation feedback are uploaded. CTP is aware of the need to extend the fields in the data system to broaden the capture of information for wider analysis to enable the identification of the organisation's strengths and areas for improvement.

Since the first NZQA quality assurance visit in 2009, the organisation has committed significant time and energy to improving its educational performance. The learning outcomes of the CTP courses are seen as relevant and comprehensive for industry, with the organisation's extensive network of stakeholders requesting repeat courses and the development of higher-level courses.

Important outcomes for the courses include "empowering" many students to learn, and growth in their confidence and well-being. All courses are achieving these outcomes.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Chivalry Training Providers**.

The guiding motto of CTP when developing training and engaging employers and other industry stakeholders is, “know the client, know the material, know the employer – then ask what you really want”. This approach is supported by the recruitment of trainers who are experienced in their specific industry and able to relate responsively and warmly to their trainees. The general manager of CTP is intimately involved with this process and his entrepreneurial skills and knowledge are clearly evident throughout the organisation, driving self-review to ensure the motto’s aspirations can be realised.

CTP has identified through self-assessment the sorts of activities that will strengthen and further inform the courses and learner achievement. These activities include the broadening of course provision with industry for economic sustainability; the upgrade of the database system to enable a wider use of data for analysis; the improved use of data to track trends over time; and the recruitment of new staff to develop innovative training initiatives.

Self-assessment at CTP is purposeful and useful and findings are used to make improvements. This involves consulting with staff to develop responses to feedback from industry. For example, CTP customises courses to meet specific industry needs and uses client companies’ own procedures and forms to develop course content.

In addition to industry feedback, CTP collates and analyses feedback from trainees, stakeholders (including school teachers), and client companies, who provide good data for self-assessment. CTP understands that expanding the provision of training into more industry areas will need a more formalised analysis system to track patterns and trends over time to show actual meaningful improvements, and plans are in place to address this.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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**.

CTP is achieving 100 per cent completion on its short courses. This result accounts for 91 per cent of the total enrolments for 2011. The remainder of enrolments are for the longer security qualification. Comparative data and benchmarking show that the success rate for the Gateway programme for at-risk youth is a very good result for these students, who have previously not achieved well at school.

Ninety-nine per cent of enrolments are made directly through companies, industry training organisations, and schools rather than individuals. Positive feedback from client organisations credits the training for not only enabling learners to gain credits and complete a qualification, but also to achieve other value-added outcomes: the employee maintains and adds value to current employment; the student remains at school and continues to strive for higher education; and the trainee gains knowledge and skills to increase employment opportunities.

Gateway security courses are provided through a variety of delivery means, such as school sites, the CTP site, or by distance learning, with additional training via phone and/or Skype. A teacher interviewed described how the students had gained self-confidence, with notable outcomes described as “no mumbling” and “head-up” improvements. The evaluation team also heard that this type of training prepares students for future training and employment opportunities in the police and armed services.

Completion rates for the longer security course training depend on the individual commitment of CTP’s associate company, Chivalry Security Provider, which supplies the majority of security trainees. High staff turnover reflects the transient nature of the employees and an industry that does not yet require security guards to hold entry qualifications, reducing the need to aim for higher-level qualification completion. CTP says the main ethnicity groups are Māori or Pasifika, with relatively low or no existing qualifications. The organisation is committed to implementing initiatives to help raise achievement rates for the longer courses.

Other short courses include the Licence Controller Qualification training, a prescribed qualification which is required to demonstrate that those applying for or renewing their General Manager’s Certificate (for duty managers on licensed premises) have received recent and relevant training. This course is offered

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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.

weekly. Students reported that they gained in self-confidence and felt affirmed and would recommend the course to others.

Feedback from a company manager whose staff attended the warehouse and distribution training confirmed that seven staff will complete the level 2 distribution qualification in March 2012, and repeat business is being explored with CTP. The company attestation and trainee course survey confirms a high level of satisfaction. Similarly, health and safety training feedback from a large trust said the company is looking to re-engage CTP for the next level of delivery of courses, given that the effectiveness of the training far exceeded their expectations, with a notable outcome of the trainees being re-energised about their roles.

Benchmarking and data analysis occurs on an informal basis among CTP management and staff. All staff have access to the database. Achievement results, moderation findings, and evaluation feedback are loaded into the system for staff and management information and analysis. However, with training initiatives ever increasing and expanding for the organisation, CTP is currently making changes to the database to allow for a wider use of data for analysis to occur.

## 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 **Good**.

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

A guiding principle of CTP is to create an environment enabling its trainees to achieve a qualification and to see its value, both as a prerequisite for employment and as a way of improving self-confidence and general health. Achievement of the second set of outcome is reported by trainee evaluations and, as already noted, by stakeholders contacted by the evaluation team. A part-time tutor and security guard with CSP said he found the teaching and learning environment empowering, and also noted the importance of being qualified. This goal inspired him to pursue higher education and he is currently in the second year of a Bachelor of Education degree. He regarded his educational achievement as a role model for his mokopuna and critical to raising whānau awareness about the importance of a good education.

The ElectroTechnology Industry Training Organisation and the Motor Industry Training Organisation moderate CTP courses and are satisfied with CTP's internal moderation reports, and CTP is improving its moderation reporting to NZQA. The Hospitality Standards Institute provides resources to CTP to deliver its Licence Controller Qualification training. CTP is meeting the institute's moderation requirements.

Secondary schools place high value on CTP's Gateway training. Teachers interviewed said students gained self-confidence and self-esteem, an awareness of their own behaviour, and respect for others. The schools also provide appropriate



guidance, monitoring and reporting, and record assessment credits gained by their students, contributing towards the National Certificate of Educational Achievement qualification.

A trust that manages 42 licensed premises contracted CTP to deliver “mini-LCQ” training to 300 staff who serve alcohol. This customised course has now become part of the trust’s staff induction programme. This is one instance of industry-specific, tailored short courses that CTP is asked to deliver with a value outcome of repeat delivery and new business.

Comparative data from other local providers on employment outcomes is not available, but CTP’s record of its dealings with industry, government agencies, and standard-setting bodies assures CTP of its good reputation in the delivery of training.

### 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 **Good**.

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

Students interviewed say they acquire useful skills and knowledge relevant to their specific industry and also develop their cognitive abilities. Employers and trainees view achievement as gaining new knowledge, increasing their continued employability within their specific industry, becoming more productive individually, and adding value to their particular company’s work operations.

The feedback above follows the good achievement by trainees and the students from the Gateway security course for schools. CTP developed and piloted this programme in partnership with secondary schools. Teacher feedback said the desired outcomes and achievements of the course are evident in school, with the positive behavioural changes and raised confidence levels of students noted. Students are said to request repeat or new courses with CTP.

Feedback from a company manager cites high value and matched needs from the occupational health and safety courses developed by the general manager of CTP. Customised courses are tailored to meet the needs and requirements of the client using the companies’ own procedures and forms. In addition, the CTP general manager delivered the occupational health and safety courses around the country, generating feedback saying that the outcomes far exceeded clients’ expectations, with attendees being re-energised about their roles.

Trainees interviewed spoke of heightened awareness and increased knowledge of potential workplace dangers and attributed this to the way in which the training was delivered: fun, interactive, and on site. The manager said that because of the high-value satisfaction of the training, he is looking forward to the next level of course CTP can provide for his company.

Client satisfaction with the training is further supported by feedback received from companies contracting repeat or extension training courses. The evaluation team noted the CTP general manager's positive approach to innovation and the quick, concise action taken as a result of feedback or internal review and agreed that this was very much in keeping with his underpinning philosophy: "if there's a problem, fix it".

Trainee course surveys confirmed that the trainees' needs are matched with course materials adapted to include lots of colour, diagrams, and simplified technical language.

#### 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**.

CTP is a small organisation with two full-time and several part-time training staff. Health and safety trainees say they hold the staff in high regard, and said CTP is their preferred provider of this type of training. The evaluation team observed a high level of respect and rapport between trainees and staff, and a good level of engagement in learning.

The majority of training is delivered off site at various workplace environments. The effectiveness of this training delivery makes the training context-specific and relevant to real-time work space.

The general manager has expertise in assessment development and assessor training and also applies his extensive knowledge of logistics to his position. He provides advice to his staff through involvement at national conferences and industry meetings and also provides mentoring support to staff. The staff are highly skilled, with a range of industry experience and knowledge, and are qualified and work hard to meet trainees' needs.

CTP staff commit to continually developing new skills and extending existing knowledge formalised through the annual performance review process. This has allowed them to gain unit standard 4098 *Use standards to assess candidate performance* and unit standard 7108 *Deliver on-job training for adult trainees*. A staff member interviewed spoke of the need to upskill in the area of literacy and numeracy and is working towards gaining the National Certificate in Literacy (Level 2) as a way of increasing his knowledge and skill in a high-need area of support for learners.

The evaluation team heard that staff commitment to learner achievement goes beyond the delivery and assessment of their course prescriptions. As one trainer described it, the additional hours put in to assist trainees to complete the course are about an educator's desire to see people achieve, and this motivates him to go the extra mile. Staff and trainees confirm that the CTP teaching site is well resourced, appropriate, and fit for the current size of the organisation's operation.

Evaluation feedback is sought from trainees through a course completion survey. The evaluation team was given an example of CTP's response and positive solution focus to an issue raised in the feedback from trainees about assessment material. CTP used its internal and external moderation knowledge and skill to address the issue, and the appropriate action was taken to resolve the problem.

CTP is complying with industry requirements for external moderation of trainee assessments and is improving its reporting record to NZQA.

### 1.5 How well are learners guided and supported?

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**.

Trainees receive a good level of educational support and guidance during their short courses (two to three days), and no trainee complaints have been received by CTP or NZQA. This was confirmed by the client groups comprising schools, industry training organisations, and companies engaged in training with CTP. There was an obvious commitment by all staff to provide a caring and supportive learning environment. Staff and trainees interviewed spoke highly of their learning experience, the trainees saying that the one-to-one attention given to trainees who required extra support was appreciated.

Trainees are provided with a handbook on enrolment with comprehensive information, which sets out clear expectations for their attendance and behaviour on site, and these expectations are further outlined in the prospectus.

Because it is primarily a provider of short courses, CTP carries out formal course assessment using evaluation forms and informal discussion forums. CTP's methods for self-assessment in this area are, as stated previously, mainly informal, with limited analysis of documented evaluations.

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

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**.

CTP has effective governance and management systems and processes which articulate a clear purpose and direction, with goals and objectives that form the basis and guiding principles for the provision of education and delivery of training. These are clearly focused on meeting the educational and employment needs of trainees and external stakeholders and are fit for purpose for the size of the organisation.

CTP increases its perceived value with its stakeholders through its entrepreneurial approach to identifying new opportunities and adjusting the training to match. An example of this was the opportunity identified with the closure of another training company. CTP gained the key employees, database system, client base, expertise and assessor knowledge, and skills in driver training. Feedback from the new employees describes this initiative as enabling them to continue to use their knowledge and skills in an industry in which they have had a long and successful career.

In the time since the first NZQA quality assurance visit in 2009, the organisation has committed significant amount of time and energy to improving the educational performance of its learners and its own capability in self-assessment. The evaluation team noted that these efforts have resulted in improvements, such as the acquisition of a new data system and a concerted effort to interpret this data to make the most effective improvements. However, the full potential of these initiatives is yet to be realised.

Change is managed strategically. The general manager and owner readily support initiatives to raise trainee achievement and improve employment opportunities. Needs are matched through analysis of completion rates and trainee surveys and this has brought about significant increases in repeat or higher-level training requests from several large companies.

Governance is primarily provided by the two owners. Although the majority shareholder is not actively involved in the day-to-day running of CTP, as managing director he meets every few weeks with the general manager. Feedback received from the managing director describes his relationship with the general manager as very strong, with good rapport, and he praised the general manager's entrepreneurial skills, professionalism, business acumen, competency, and high degree of organisational skill.

Regular meetings between the general manager and staff ensure that required resources are identified and implemented without unnecessary delay. The general manager and majority owner support changes to courses, with financial support for resourcing and the recruitment and acquisition of highly skilled full-time, part-time, and contract staff. Staff are supported in their teaching with professional

development opportunities and training. Tutors also report that they have direct access to their manager, and when support is required the response from management is timely.

## 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 **Good**.

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

### 2.2 Focus area: Short courses

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

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](http://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/>*

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