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External Evaluation and Review Report

Industry Training Works Limited

Date of report: 23 April 2019

About Industry Training Works Limited

Industry Training Works (ITW) provides workplace safety short courses for people mostly already employed in the industry. Programmes are mostly of one or two days duration and delivered at ITW and customer sites.

Type of organisation:	Private training establishment (PTE)
Location:	Industry Training Works Training Centre, (Old Fire Station), Kinleith Mill Rd, Tokoroa
Code of Practice signatory:	Not a signatory
Number of students:	Domestic: 2018 = 4,121 learners, 102.37 EFTS (equivalent full-time students) 954 Māori and 96 Pasifika
Number of staff:	Seven full-time equivalents and 18 part-time staff, most of whom are trainers
TEO profile:	See: NZQA – Industry Training Works Limited
Last EER outcome:	In 2015, Confident in educational performance and Confident in capability in self-assessment
Scope of evaluation:	Confined Space and Heights and Harness Systems courses. Combined, these programmes account for the greatest number of ITW students, for both programmes and refresher training.
MoE number:	7909
NZQA reference:	C33334
Dates of EER visit:	13 and 14 February 2019

Summary of Results

Learners gain skills and knowledge in safety areas which match and meet industry need. Self-assessment is sufficiently effective to meet the educational performance demands of programmes.

Confident in educational performance

- Almost all learners achieve competency relevant to the short programmes undertaken.
- Industry skills and knowledge are gained by learners, and this contributes to the safety and competency of the workforce meeting customer needs.
- The range of programmes delivered reflects the training required by customers. Programme development, resourcing and delivery are sound.

Confident in capability in self-assessment

- Learners experience authentic training that reflects the reality of their working environment. Practical training activities are included in all programmes and engage the learners.
- Governance and management have a framework, processes and practices to support and monitor educational achievement and performance.
- There are no significant concerns with ITW's current management of compliance accountabilities. However, a more systematic approach is required to manage compliance responsibilities.
- Management and administrative aspects of ITW's self-assessment are sufficient for the size and context of the PTE. However, as noted in the previous EER report, ITW is still to develop a comprehensive and integrated self-assessment approach. ITW collects a range of information useful for self-assessment, but the collation and analysis of that information is limited.

Key evaluation question findings¹

1.1 How well do students achieve?	
Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Since the previous EER in 2015, between 98 and 99 per cent of learners annually have completed programmes and gained the associated unit standard. ITW monitors achievement by exception for every training delivered and actively follows up learners who do not successfully complete on the first attempt to re-sit and complete.</p> <p>The high rates of achievement are validated through the recently improved internal moderation process and good results for a unit standard externally moderated by one of the three industry training organisations ITW engages with. Moderation shows the assessment materials and assessor judgements are consistently at the required standard.</p> <p>ITW's understanding of learner achievement and the outcomes of its programmes is informed through monitoring individual course completions and following up non-completions. The new customer management system is helpful in tracking the increasing numbers of learners and courses delivered. However, there is no evidence that information is collated or reported to management, and there is little analysis of any data, including re-sits and non-achievement.</p>
Conclusion:	Almost all learners achieve competency relevant to the short programmes undertaken. This contributes to workplace health and safety in a range of industry settings.

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 students?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The PTE is well established on the Kinleith industrial site and is a significant contributor to safety training at one of New Zealand's largest industrial sites. Their training also extends to other sites and companies, and also to rural fire safety.</p> <p>ITW meets industry and customer needs through the delivery of quality training targeted specifically to this workforce. This results in provision of the skills and knowledge necessary to work to safety specifications, legislation and compliance requirements within the Kinleith industrial site and broader industry.</p> <p>Learners gain work site certification and unit standard and passbook validation, that are required to continue to work on site and within the industry. A small number of learners referred from the Ministry of Social Development have an opportunity, and many do, to gain employment after successful completion of programmes.</p> <p>ITW's understanding of value is through ongoing engagement with customers who provide direct informal feedback, which indicates a high level of satisfaction. ITW recognises the repeat business – which has increased consistently year on year – as a strong indicator of value. Collation and analysis of feedback and improving ITW's ability to verify the impact of training on competency and outcomes in the workplace would potentially enhance ITW's evaluation rating for both educational performance and self-assessment.</p>
Conclusion:	Industry skills and knowledge are gained by learners and contribute to the safety and competency of the workforce, meeting customer needs.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Programmes maintain direct relevance to stakeholders and industry. The appointment of two full-time trainers has reduced reliance on contractors and increased the capacity of ITW to review, redesign and develop programmes. All trainers have extensive experience in the industry, and oversight of contract trainers is ongoing and mostly effective.</p> <p>ITW has begun a systematic review of all programmes. ITW recognised that programme design, materials and delivery needed to be more standardised to ensure the consistency and quality of training delivery. This is a work in progress, with review of two of the 22 programmes having now been completed. Improvement has been noted by trainers and ITW following changes made to the two reviewed programmes.</p> <p>An academic board with oversight of the quality and content of programmes is providing more rigorous version control of materials. In the short time since being established, the academic board's contribution has been worthwhile and provides assurance that academic standards are now regularly monitored and maintained.</p> <p>Internal moderation processes are systematic and transparent. ITW is capturing and, where necessary, addressing any shortcomings in assessment prior to reporting results to NZQA. This is good practice and could be further enhanced by increasing the sampling per course until all the programme reviews are complete and programme changes introduced.</p> <p>ITW identifies areas for improvement through administrative and management processes and stakeholder feedback. These are captured, tracked and addressed to ensure programmes and training continue to meet the needs of stakeholders.</p>
Conclusion:	The range of programmes delivered reflects the training required by customers and industry. Programme development, resourcing and delivery are sound.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>ITW staff and trainers are highly attuned to their learners, the environment and industry they work in, and the jobs they undertake. This knowledge informs trainers about how to best support and involve learners in the training.</p> <p>ITW provides programme materials prior to delivery when they are alerted to a learner with literacy or learning needs, or to someone new to the industry. Embedding literacy into all programme materials is still a work in progress. However, trainers address any literacy needs during the training on a one-to-one basis and facilitate the opportunity for re-sits when required. These strategies reduce barriers to learning and assessment.</p> <p>The credibility of the teaching and learning is evident. Most programmes are delivered at customer work sites and ITW trainers utilise the site, field facilities and equipment. Learners are using familiar resources, documentation and equipment as they develop their skills. ITW also has a range of quality resources available for use at its own training venue, providing sufficient equipment and opportunity for all learners to participate in practical training activities. Overall, this is providing an authentic learning experience which learners value.</p> <p>Learner numbers are restricted, and trainer numbers are increased where a risk assessment indicates the need; for example, to match trainer ability to monitor practical activities such as chainsaw use. This adjustment to learner and trainer ratios ensures learners have a genuine opportunity to apply the practical skills they are developing.</p> <p>As noted, collating feedback gathered from learners and undertaking some analysis of the information may provide ITW with further insights into the support needs of learners.</p>
Conclusion:	Learners experience training that is authentic and reflects the reality of their working environment. Practical training activities are included in all programmes and engage the learners.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Management is industry experienced and has a commitment to industry training, particularly industry located in the same geographical area. Strong relationships with Emergency Management Solutions Ltd in Kinleith and other industry stakeholders keep governance and management up to date with changes in legislation and industry practice.</p> <p>ITW is planning for growth and focusing its attention on future programme provision needed in the development of the workforce. As a result, NZQA has recently granted consent to assess in five domains and seven individual unit standards which will position ITW to meet changing industry needs.</p> <p>All learners benefit from ITW's increased investment in appropriate training equipment and physical resources which are available on and off-site. The supply of equipment and facilities of an equivalent industry standard is part of ITW's planning for new training locations.</p> <p>Performance review and development of staff is ongoing. Trainers are updated at an annual training day; academic processes to monitor quality are in place and are mostly effective. Staff participate in relevant professional development. However, ITW management has not yet supported one of the two full-time trainers to meet NZQA requirements as an assessor, although this planned. Staff meetings and shared systems are effective in sharing information in this small PTE.</p> <p>There are limitations in the way ITW treats self-assessment data. Overall, self-assessment is fit for the size and context of the PTE at present, although there are areas that could benefit from improved self-assessment. ITW recognises this is an area for improvement and is working toward this.</p>
Conclusion:	Governance and management have a framework, processes and practices to support and monitor educational achievement and performance.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>There are no significant concerns with ITW's current performance in conforming with NZQA rules and regulations. The effective management of compliance accountabilities is less convincing.</p> <p>During the EER it was noted that ITW:</p> <ul style="list-style-type: none"> • has successful approval and accreditation applications to NZQA • has recently reviewed its quality management system • is undertaking systematic internal moderation • is reporting credit results to NZQA as required • is delivering NZQA-approved training scheme as approved • has systems to monitor NZQA-approved subcontractor arrangements and is actively pursuing a subcontractor company where compliance with approved arrangements is not being adhered to. <p>A minor technical breach is being rectified: the notification to NZQA of all temporary delivery sites used by ITW. ITW has sound processes to ensure that all temporary sites are fit for purpose and appropriate for the context of the programmes delivered.</p> <p>Since the previous EER, ITW has participated in external pre-assessment moderation with three industry training organisations. Post-assessment moderation has occurred with one industry training organisation in 2016 and 2017 for a unit standard. The results shows that ITW is assessing this unit standard at the required level.</p> <p>Four trainers who are assessing candidates do not hold unit standard 4098 <i>Use standards to assess candidate performance</i>, or do not demonstrate equivalent knowledge and skills.</p> <p>ITW needs to review and improve the management systems</p>

	<p>that link its administrative processes and academic quality management system to ensure relevant information is reported to governance for effective and timely management. For example, ITW has processes to monitor and manage NZQA's consent and moderation requirements. However, management's oversight and timely response to address shortfalls needs to be improved as it has the potential to affect the quality of training and assessment.</p>
<p>Conclusion:</p>	<p>ITW has processes for managing compliance. However, the gaps around assessor certification, and the need for the evaluators to closely review ITW's own documentation to establish some areas of compliance, indicate a more systematic approach is required.</p>

Focus Areas

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

2.1 Focus area: Confined Space and Working at Heights courses

Performance:	Good
Self-assessment:	Good

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 Industry Training Works Limited:

- Consider how self-assessment processes and practices will change and improve, to ensure consistent implementation and any identified gaps are addressed in a timely manner, consistent with planned growth.

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 Industry Training Works Limited to:

- Meet its obligations through the [Consent to Assess against Standards on the Directory of Assessment Standards Rules 2011](#) ('Consent to Assess Rules').

Rule 10.1(a)(i) of the Consent to Assess Rules states that to maintain consent to assess, the holders of the consent must continue to meet the consent and moderation requirements (CMR) for the standards to which the consent relates.

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 fraud²*
- *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.*

² 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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