



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Industry Training Works Limited

Date of report: 4 April 2023

About Industry Training Works Limited

Industry Training Works Limited (ITW) provides workplace safety short courses for people mostly already employed in 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:	Kinleith Pulp & Paper - Fire Station, Kinleith Mill Road, Tokoroa
Number of students:	Domestic: in 2022, 2,558 students (approximately 137 equivalent full-time students), including 754 Māori students, 130 Pasifika students and 744 unknown ethnicities International: nil
Number of staff:	Five full-time and one part-time staff, plus one casual and three contract trainers
TEO profile:	See Industry Training Works Limited
Last EER outcome:	In 2019, NZQA was Confident in ITW's educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">Advanced Heights and Confined Space and Atmosphere Testing¹
MoE number:	7909
NZQA reference:	C51929
Dates of EER visit:	15 and 16 February 2023 (virtual)

¹ The *Confined Space and Atmosphere Testing* programme incorporates the NZQA-approved training scheme *Introductory Certificate in Confined Spaces Entry*.

Summary of results

ITW is meeting learner and stakeholder needs for training to keep people safe in their workplace and to meet compliance requirements. Effective self-assessment is informing ongoing programme and process reviews and improvements. Further aggregation and analysis of information would strengthen self-assessment evidence.

Highly Confident in educational performance

- Nearly all students successfully complete short programmes and achieve unit standards, and gain worksite certificates required for their employment.
- Employers value ITW training and related services which improve safety and compliance in their workplace. This value is reflected in high rates of repeat business.

Confident in capability in self-assessment

- Highly effective, ongoing stakeholder engagement and review ensures the relevance and currency of all training, including compliance with workplace safety specifications and legislative requirements.
- Students experience real-world training, including practical activities, in their own workplace or ITW's well-resourced specialised training centres.
- Training is delivered by knowledgeable trainers who draw on their own industry experience to engage students.
- Information gathered formally and informally is used to monitor and improve educational performance and stakeholder outcomes. Since 2019, ITW has reviewed priority areas and made changes to management structures, programme resources and delivery and administrative processes, and is becoming more systematic in self-assessment.
- ITW is effectively managing a wide range of compliance obligations.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are consistently achieving high pass rates (approximately 99 per cent of all unit standards attempted in short programmes). Students are gaining useful theoretical knowledge and practical skills relevant to their employment. Although no breakdown was provided, ITW reports comparable unit standard achievement rates across all learner cohorts.</p> <p>Credible achievement data is underpinned by sound assessment and moderation practices.</p> <p>ITW management and training staff have a good understanding of factors impacting on achievement, supported by regular reporting and monitoring of achievement at individual, course and client levels.</p> <p>ITW has reviewed re-sits and non-achievement data. New policies and procedures have been introduced for monitoring and reducing non-achievement. These, together with improved assessment practice and communication with employers, have improved achievement rates during training days in 2022.</p>
Conclusion:	Overall rates of student achievement are strong. Strategies to reduce non-achievement have been effective. Further data analysis would strengthen self-assessment evidence of learner achievement and inform improvements.

² 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:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ITW learners are gaining confidence and required competencies in relation to safe work practices and meeting employment compliance requirements.</p> <p>ITW meets industry and employer needs for training, which contributes to safe work practices and compliance with site safety specifications and legislation. In some cases, ITW provides additional services, for example capturing compliance obligations and training requirements, including tracking refresher dates, on a training matrix.</p> <p>ITW is embedded in key industrial sites and has strong connections to local employers and communities. In a competitive training market, ITW continues to grow, achieving new clients and high rates of return business. There is evidence of positive feedback from employers on the value and utility of training. This is gathered through regular client surveys and ongoing engagement, in person and online.</p> <p>ITW routinely reviews and shares stakeholder feedback and uses it to inform programme design and delivery. Improved systems for capturing this information would strengthen self-assessment evidence.</p> <p>ITW engages collaboratively with industry organisations, including workforce development councils, to ensure training meets industry standards.</p>
Conclusion:	ITW training is highly valued for its contribution to safety training at large industrial sites. Learners gain important industry skills and knowledge.

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>ITW delivers short programmes which are aligned to the training needs of industry stakeholders. Client organisation policies and procedures may be incorporated into course materials. Training is delivered in workplaces or in ITW's training centres (which provide all-weather access to suitable training equipment).</p> <p>The programme portfolio is subject to ongoing review and improvement, involving external subject matter experts as required. Customer feedback informs content and course design. Unit standard versions and legislative requirements are systematically checked.</p> <p>Since the previous EER, the two focus area programmes have been comprehensively reviewed (partly in response to shortcomings identified through external moderation). Teaching and assessment materials have been rewritten and approved for use by the workforce development council (Waihanga Ara Rau).</p> <p>There is effective oversight of academic standards and quality by ITW management. Comprehensive teaching and learning resources are available to trainers. Trainers have relevant industry experience and are supported to build teaching capability in a collegial environment. Three-monthly internal moderation is used to review and improve assessment practice, such as feedback to students, and informs professional development.</p>
Conclusion:	ITW has an excellent understanding of industry requirements and learner needs. Students are gaining theoretical knowledge and practical skills in well-supported learning environments, with access to appropriate learning resources and equipment.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>ITW delivers hands-on learning in an inclusive and supportive environment to students with diverse educational, employment and cultural backgrounds. Small classes enable trainers to identify student needs and to provide high levels of individual support. Trainers have effective strategies for supporting reluctant learners or those with learning challenges.³</p> <p>Training programmes are interactive and students are able to apply their knowledge in practical exercises and assessments. Trainers are credible and build rapport with students, drawing on their own industry experiences to maintain interest and engagement.</p> <p>Students are invited to ask questions or provide feedback, including completion of post-course surveys. ITW management reviews feedback and, after discussion with individual trainers and the wider training team, determines the response. Analysis of 2022 ratings across all courses and trainers shows high levels of satisfaction.</p> <p>ITW has recently developed policy statements and is considering actions to ensure inclusive learning environments, specifically for strengthening community relationships (including with local iwi) and building related internal capability.</p> <p>ITW provided access to course materials and supported independent learning through pandemic lockdowns in 2020 and 2021. Learners with known literacy and numeracy challenges are invited to complete health and safety modules online within Pathways Awarua. However, online learning has limited applicability and uptake in relation to ITW's practical training.</p>
Conclusion:	<p>ITW is providing excellent support and guidance for students in the context of short course delivery. Recent self-assessment against the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 has prompted useful reflection on support and guidance practices overall. Follow-up planning is ongoing.</p>

³ However, learners with disabilities are not currently formally identified.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>ITW has maintained educational performance and continued to make an important contribution to safe work practices during a period of sustained change, including the challenges associated with COVID-19. Governance and management are effective and have been strengthened by new appointments and restructuring to clarify accountabilities and focus on improvement. A new training advisory group has been established to facilitate external expert input into training programmes. ITW continues to invest in facilities, equipment and staff to meet educational requirements and support its growth strategy.</p> <p>Planning, systems and processes which support quality, consistency and efficiency have been strengthened. Effective stakeholder consultation has informed reviews of priority programmes. Key information is regularly reported and reviewed, and changes are leading to improvement.</p> <p>Trainers feel valued and well supported. Effective management and communication practices are contributing to increasing quality and consistency across all delivery activities. These include regular reporting and team meetings, trainer development and performance monitoring, and sound moderation processes. Initiatives to deliver on ITW's commitment to Te Tiriti o Waitangi and strengthening relationships with local iwi, to better support learners, are being considered.</p> <p>ITW's approach to self-assessment is generally sound, although documentation and analysis of information could be strengthened to increase understanding of trends and areas for improvement. ITW acknowledges the need to strengthen reporting capability within current systems. Options for a new learner management system to support the business are also being investigated.</p>
Conclusion:	ITW is highly responsive to its stakeholders, and programme development and delivery reflects industry needs. Management and staff share a strong commitment to student success and

	wellbeing. ITW continues to improve through ongoing self-assessment.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>ITW operates in an industry context which is high-risk and compliance-focussed. Effective systems have been established to ensure training materials and delivery remain current and compliant with changing safety standards and relevant legislation.</p> <p>ITW has appropriate processes and documentation in relation to health and safety legislation, including routine temporary site evaluations, and regular monitoring and testing of facilities and equipment.</p> <p>Appropriate processes for managing academic standards and for maintaining compliance with NZQA Rules include:</p> <ul style="list-style-type: none"> • Documentation and monitoring of programme delivery, assessment and internal moderation • Effective processes and record-keeping for responding to student complaints • A system for timely and accurate credit reporting • Timely submission of attestations, including attestation and self-review for the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 • Sub-contract arrangements are submitted to NZQA for approval. Internal moderation has been conducted of training undertaken by the current sub-contractor; however, sub-contracted trainers have not participated in ITW training days, as required by the memorandum of agreement. <p>ITW actively engages with workforce development councils and has effective processes to meet consent and moderation requirements.</p> <p>A major review of organisational policies and procedures is underway (due for completion 31 March 2023). ITW intends to establish an annual review cycle.</p>

Conclusion:	Overall, ITW is managing its compliance obligations well. ITW reports an intention to improve overall coordination and reporting through the adoption of a shared calendar for managing compliance
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Focus areas

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

2.1 Advanced Heights and Confined Space and Atmosphere Testing programmes

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>These programmes account for a significant proportion of ITW students.</p> <p>The Confined Space and Atmosphere Testing programme incorporates ITW's approved training scheme (Introductory Certificate in Confined Spaces Entry, which comprises a four-credit unit standard 18426).</p> <p>During the review and rewriting process, additional unit standards were added into the programmes in response to stakeholder feedback.</p>
Conclusion:	Students are gaining essential practical skills and knowledge which enhance their safety at work.

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 ITW:

- Consider how systems for gathering, collating and analysing information can be improved to strengthen self-assessment evidence and increase understanding of trends and areas for improvement.

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

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 fraud⁴*
- 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.*

⁴ 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 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

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 2021. 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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