

Report of External Evaluation and Review

Mines Rescue Trust
trading as NZ Mines Rescue Service

Confident in educational performance

Confident in capability in self-assessment

Date of report: 2 October 2013

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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:	Mines Rescue Trust trading as NZ Mines Rescue Service (NZMRS)
Type:	Private training establishment (PTE)
Location:	145 Seven Mile Road, Rapahoe, Greymouth Huntly Mines Rescue, 137 Rotowaro Road, Huntly
Delivery sites:	Rapahoe Mines Rescue Station (address as above)
First registered:	22 July 2011
Programmes currently delivered:	NZMRS delivers short courses which include ventilation and gas testing and underground mining induction. At the time of the evaluation visit, the analysis by NZQA of an NZMRS application for four unit standards it currently assessed, to become an 11-credit Underground Mining Induction Training Scheme package, was in progress. The application was subsequently approved on 9 July 2013.
Code of Practice signatory	N/A
Number of students:	Domestic: 300-400 part-time students per year who attend short courses such as the above. International: nil
Number of staff:	Six full-time equivalents
Scope of active accreditation:	NZMRS has Consents to Assess a number of unit standards within the New Zealand Qualifications

Framework.

These include ventilation and gas testing unit standards 21281 version 2 *Interpret and test for gases in an underground extraction site* level 4 15 Credits (this unit standard replaced 12632) and 17705 version 3 *Describe, develop, and maintain basic ventilation systems for an underground mine or tunnel* level 4 15 credits.

Accreditations and consents to assess also include underground mining relevant unit standards 497 version 7 *Demonstrate knowledge of workplace health and safety* level 1 3 credits, 3271 version 6 *Suppress fire with hand extinguishers and fixed hose reels* level 2 1 credit, 4647 version 5 *Explain principles of fire service* level 2 1 credit, and 7146 version 7 *Demonstrate basic knowledge and ability required to work in an underground mine* level 2 6 credits.

For a detailed list of NZMRS's complete accreditation (not all necessarily active at any one time), refer to:

<http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=798378001>

- Distinctive characteristics: NZMRS is a small PTE that offers rescue and safety training for people working in mines in both the South and North Islands. Prior to becoming a registered PTE in 2011, this training was carried out in conjunction with Tai Poutini Polytechnic. (NZMRS delivered the training and assessment and TPP reported the results. Gaining PTE registration is viewed as a milestone by NZMRS and is a key aspect of its strategic plan to provide quality training to the mining industry.
- Recent significant changes: Demand for training significantly declined as a result of the closures of the Pike River Coal Mine and the Spring Creek Coal Mine. NZMRS as an organisation has also had a significant involvement with the Royal Commission on the Pike River Coal Mine Tragedy. Its PTE has made changes to content and delivery of its training to ensure the needs of its stakeholders are being met. NZMRS is currently restructuring its business. The core function of NZMRS as an organisation is the

provision of an emergency rescue service to the mining industry. The general manager's review of the business operations of NZMRS has resulted in changes to the management of the PTE/educational part of the organisation. At the time of the evaluation, these changes were viewed as a work in progress.

Previous quality assurance history: At its post-registration visit (2012), NZMRS met all the sampled policy requirements of NZQA's Policies and Criteria for PTEs.

2. Scope of external evaluation and review

This external evaluation and review included Ventilation and Gas Testing training and Underground Mining Induction training. Ventilation and Gas Testing training is the main training conducted by NZMRS and is fundamental in light of the Pike River Coal Mine tragedy. The Underground Mining Induction training is an important part of NZMRS's training, and a related application submitted to NZQA to have this approved as a formal training scheme was approved shortly after the evaluation visit was completed. Governance, management and strategy were also included as a mandatory focus area.

Each of the above training courses and modules includes a small number of relevant unit standards.

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-eer/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.

A team of two evaluators visited NZMRS for two full days, visiting the main site at the Rapahoe Mines Rescue Station in Greymouth. Meetings were held with the general manager, trustees, a consultant employed part-time by NZMRS, clients (managers and training coordinators), trainers and trainees.

The evaluators were also provided with access to a range of the organisation's documents and records. These included: NZMRS Business Plan for PTE Growth 2013-2014; Schedule of Staff Qualifications and Experience; Mines Rescue Service Current Evidence of Self-assessment Practice; NZMRS Post-Registration Board Report (conducted by NZQA); Mines Rescue Service Strategic Plan November 2009. In addition, the evaluators reviewed NZMRS's Accreditation and Consents to Assess records.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **NZ Mines Rescue Service**.

NZMRS currently delivers a range of short training courses in rescue and safety training for people working in the mining industry. Training is conducted to meet the needs of the industry under relevant mining regulations and legislation, and will be further influenced by the outcomes of the Government Ordered Recommendations that emerge from the Pike River Coal Mine tragedy. The evaluators found that NZMRS has a strong focus on ensuring it is aware of the needs of industry stakeholders, with trainers able to contextualise delivery and content to meet the needs of their clients. Employer feedback confirmed that NZMRS's training is effective in meeting their needs and contributing to improved safety. Employers and trainees also attested to the value the training provides to them. An example provided by one employer was a noticeable reduction in injuries, which was attributed to the ongoing training and related upskilling and attitudes of staff.

The Pike River Coal Mine tragedy has also been used to strengthen NZMRS's training content and delivery in ways that not only engage learners but also reinforce the importance of preventative actions. NZMRS also plans to focus more on the long-term impact and benefits of its training, including how safe practices, preventative actions and trainee attitudes to safety are being applied in practice. A key external contributor to this will be relevant changes in legislation that enable independent site inspections that do not require employer authorisation.

Course achievements are consistently high, with overall achievement rates of 99 per cent over the past two years. NZMRS considers that an important contributor to this level of achievement is the creation of an effective learning environment. With small cohorts of students, one-to-one attention is able to be provided to maximise student engagement and success. Training facilities include a tunnel and related industry tools and resources, which enables NZMRS to create practical, scenario-based learning opportunities. In addition, following the Pike River Coal Mine tragedy, NZMRS received significant funding from Development West Coast to enhance its Rapahoe training facility to accommodate the broader training needs of the West Coast community. At the time of the on-site evaluation visit, the enhanced facilities were nearing completion.

The recent closure of mines has had a significant impact on the current demand for related training. To re-grow its training, NZMRS as an organisation is now progressing its 2013-2014 business plans, which include the delivery of relevant training outside the mining industry, such as safety and rescue services in rail and road tunnels. In order to manage this potential growth and to further strengthen its relationships with key stakeholders, NZMRS is currently restructuring. The restructure includes changes to education management, which is currently a work

in progress. Such attention to organisational structure will enable NZMRS to develop a more robust, documented self-assessment process and gain an even more detailed understanding of the needs of learners and the resulting benefits of the training, based on its self-knowledge to date. Such a process will also enable NZMRS to track the value of outcomes for its key stakeholders.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **NZ Mines Rescue Service**.

NZMRS have been proactive in focusing more than previously on preventative actions and trainee attitudes to maximise safety and the avoidance of accidents. Such changes reflect the ongoing stakeholder engagement to ensure there is a clear connection between industry needs and the related training provided.

Daily meetings between the general manager and trainers create opportunities for the development of relevant actions and areas for improvement that may emerge from student feedback and trainer suggestions. Such planned actions are subsequently monitored by the general manager. A number of examples were provided to demonstrate changes that had been made as a result of such discussions. However, currently there is no documented, systematic process for capturing, analysing and synthesising this information in ways that provide assurance that changes made are working effectively for all trainees.

It is recognised that the current informal approach to self-assessment has some relevance to a small training provider and is currently effective. Nevertheless, it is evident that NZMRS has the potential to grow rapidly in the short-to-medium term as it widens its training to include areas such as road and rail tunnel safety. In addition, as mining becomes more profitable again in the future, the informal approach will become impractical and of far less value. For example, it is likely that learners' individual backgrounds, experiences, knowledge and attitudes will become more diverse. Therefore, having a more robust process for understanding the needs of all learners, and being able to respond accordingly, is of particular importance. Also, having a more systematic and documented process for capturing and responding to the needs of industry, and monitoring and responding to the known value of the training for all stakeholders, is also important.

The Pike River Coal Mine tragedy and the closure of the Spring Creek Mine have clearly had a significant impact on NZMRS. One of the consequences has been that the demand for its training services has reduced considerably. It is apparent that enhanced attention has been given to external engagement with relevant stakeholders in order to make industry improvements that will help to prevent such tragedies and avoid and minimise accidents in the future. NZMRS recognises that such external engagement has resulted in less attention to its internal educational processes, including its self-assessment processes which it acknowledges as being at a relatively embryonic stage of development in some aspects. A consultant recently employed by NZMRS is giving attention to this matter.

Findings¹

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**.

NZMRS currently delivers a range of relevant industry unit standards for the Motor industry Training Organisation (MITO²) that are primarily linked to ventilation and gas testing and underground mining induction. In the past two years, since it registered as a PTE, NZMRS has demonstrated very high overall achievement rates (99 per cent). Those learners who did not complete the training unit standards were affected by redundancies as a result of the closure of the Spring Creek Mine. The high achievement data is validated by a robust assessment and moderation process. Reports on achievement data are presented to and discussed by the governance group (trustees) on a quarterly basis.

A key contributor to successful achievement is the effective learning environment created by NZMRS, particularly through its teaching delivery, student support and practical resources and facilities. This is evidenced from survey results and the evaluation team's interviews with students and clients.

The Pike River Coal Mine tragedy has had a significant impact on how the organisation views its training, with greater emphasis placed on understanding the long-term impact and the benefits the training has for trainees and the related industries they operate in. An enhanced focus is now being given to the lifetime competencies of the trainees and the impact this has on industry and the wider community. NZMRS's intention is to further strengthen its client relationships, and the undertaking of regular external inspections of worksites could include validating the impact of its training and how it is being applied.

Analysis of achievement data, together with other outcomes and related processes, is largely undertaken on an informal basis. Within the context of a small PTE with relatively high part-time trainee numbers (in the hundreds) attending short courses, development of a more comprehensive and systematic process for collating, analysing and evaluating learner achievement may have some limitations. Nevertheless, NZMRS's business plans involve considerable growth in the future, with an intention to expand its training services throughout New Zealand in the mining and related industries. Achievement of these plans may result in a

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² Previously the industry standard-setting body was EXITO (Extractives Industry Training Organisation), which recently merged with MITO.

significant increase in training courses, with a related increase in the diversity of the student demographic. To ensure such growth is achievable and sustainable, NZMRS acknowledges that a more robust and systematic evaluative and self-assessment process will need to be developed. This will enable NZMRS to have a clearer understanding of learner achievement and contributing factors, together with identification of the need for, and subsequent effectiveness of, improvements.

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 **Excellent**

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

Discussions with employers and trainees, together with survey results viewed, indicate that the training provided by NZMRS is highly valued. One example given to demonstrate the value of the training involved an incident when a client's employee was hit by a piece of coal and was badly injured. Colleagues who had trained through NZMRS responded by providing immediate and appropriate support and attention prior to the ambulance arriving. The effectiveness of the pre-ambulance support provided was confirmed by the positive feedback from the ambulance service and the health provider. An important value to learners and employers is that completion of the training may improve learners' ability to continue their current work or increase their opportunities to take up other positions within the industry.

An important contributor to the effectiveness of NZMRS's training is considered to be the PTE's relationship with senior management in the mining industry, together with MITO and other key stakeholders. Such engagement enables NZMRS to have a good understanding of the needs of the industry in order to maximise the value and impact of its training. An example provided of the value of the training by a client included the refresher training carried out on a regular basis. Not only did this result in trainees maintaining currency in relevant skills and knowledge, but the client had seen a reduction in injuries which they connected to the continuity, value and effectiveness of the training.

The Pike River Coal Mine tragedy has seen a shift in attitude and culture among all NZMRS's stakeholders. Stronger collaboration has resulted in greater attention to the importance and outcomes of NZMRS's training courses. It was evident from discussions with the trustees and client organisations that accident avoidance, in addition to rescue and emergency response, has now become an important focus of the training. Training courses place strong emphasis on safe practices and individual responsibility within a group/team. An example given was the emphasis placed on training being not just about understanding what constitutes safe practices, but on knowing and understanding the consequences of emergency situations and doing as much as possible to prevent them, rather than just responding effectively when they occur.

While it was evident from client anecdotal feedback that NZMRS training is of value to them, full knowledge and details of such values is not fully captured and documented by NZMRS. Gathering, collating, analysing, considering and utilising such information will have clear benefits to NZMRS and the related industries it serves, particularly if NZMRS expands its training in the future.

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 **Excellent**.

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

Client companies indicated that the NZMRS trainers were very effective, and that they always got positive feedback from their staff who attended the training sessions. This was also confirmed by the trainees interviewed and from trainer survey results. The training was considered to be always tailored to the contextual needs of the industry and organisation. Clients believed that their good relationship with NZMRS was a key factor in ensuring the training met their needs.

A number of areas for improvement and change were learned from the Pike River Coal Mine tragedy. Both NZMRS staff and client training coordinators indicated that, in addition to including a greater focus on preventative actions to reduce emergency situations and related accidents, training has also focused on strengthening the effective response to and management of high hazard situations. One example included greater emphasis now being placed on emergency response planning, including identifying the relevant duties, responsibilities and decision-making of both management and front line staff.

The Pike River Coal Mine tragedy has also been used to strengthen training content and delivery approaches in ways that not only enhance the engagement of learners but also reinforce the importance of preventative actions. An example was the move to creating more realistic scenarios, through DVDs, that emphasise the consequences of not being preventative in health and safety. The teaching approaches try to utilise such scenarios to gain emotional engagement and create effective attitudes among the trainees, most if not all of whom work in environments where such incidents can potentially occur.

NZMRS considers that its ongoing engagement with key stakeholders (e.g. government bodies, industry training organisations and employers) has enabled greater attention to be placed on the broader, lifetime competencies (for both managers and front line workers) that are needed across the industry as a whole. NZMRS indicated that it has been actively involved in the Targeted Review of Qualifications process, and was recently involved in the updating and rewriting of gas and related unit standards to ensure they meet the needs of all stakeholders.

The recent merger of EXITO with MITO has left some uncertainties for extractive industries in the future arrangements for training and assessment in mines and quarries. NZMRS is intending to work closely with MITO and industry to help ensure that training and assessment needs continue to be met during the merger transition. NZMRS also intends to take its experience and knowledge of underground mines rescue services into the broader industry sector where similar skills and knowledge are needed. One example provided included the recent engagement with KiwiRail to enhance safety in high hazard situations in train tunnels. KiwiRail is now looking to expand its use of NZMRS training services to include mask and rescue response training in train tunnels. A recent connection has also been made with the NZ Transport Agency, which requested NZMRS to undertake emergency training for staff working in underground road tunnels in Auckland and Huntly.

NZMRS as an organisation has also developed strong international links, including with Australian Mines Rescue Consultants. NZMRS is a member of the International Mines Rescue Body, and the trust chairman and general manager also attended the 2011 biennial International Mines Rescue Body conference in Beijing. Such international engagement enables the sharing of good practice across the world.

While there is good evidence of engagement with industry stakeholders to ensure their needs are met, as NZMRS moves forward, having an enhanced understanding of learners' different needs and developing evaluative processes to create effective ways of meeting such needs would be beneficial. For example, as numbers increase, learners' individual backgrounds, experiences, knowledge and attitudes will become more diverse.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Feedback from students and industry clients, together with the results of student surveys, indicates that the training provided by NZMRS is highly valued. Clients believe that the effectiveness of the delivery is strongly linked to the trainers' knowledge and involvement in the industry. Trainers maintain industry knowledge and currency, and are able to undertake regular visits to mine sites, which also enables them to observe past trainees at work. The trainers and the general manager meet daily and any student survey results are discussed. Any issues arising from the survey results are entered into an agreed action plan, which is monitored by the general manager. Such discussions also include the sharing of ideas for teaching practices that are working well. In addition to the regular meetings, peer review and observation of teaching was recently introduced, although it was unclear what areas for improvement emerged from these practices.

A number of examples were provided of changes made resulting from peer reviews, discussions and sharing of ideas. These include the creation of 10-minute 'team-building breaks' when trainers believe students are tired or not fully engaged, changing seating arrangements to make students feel more inclusive (rather than the traditional lecture-style seating arrangements), and creating notes in their detailed lesson plans that create other delivery options in situations where students are not actively participating. While this team approach to sharing ideas has resulted in a number of changes being made to enhance improvements, currently there is no documented process in place to enable periodic collation, analysis and synthesis of these changes and to attest that they are working effectively, and to enable other ideas for change to be considered.

A 'humour-seriousness' approach is considered to be an important component of the delivery approach to maximise learner engagement. Humour is used to initially engage the learners, prior to moving on to serious issues and related scenario-based situations. Trainers recognise that the over-use of DVDs and PowerPoint presentations can disengage some learners. Therefore, such use is kept within realistic timeframes. An example provided was the use of an Australian DVD, which is now broken down into two half-hour sessions over two days, rather than being delivered in one session, which had previously been less effective in maintaining student attention.

A mixture of theory, practical scenario-based learning and workplace learning is a key component of training courses. A key point of difference with NZMRS's training approach is that the PTE is trying to create practical and realistic situations that trainees can relate to their workplace environments. The use of a tunnel at the delivery site, together with a broad range of practical tools and resources, enables NZMRS to facilitate a number of scenario-based learning options and approaches.

Assessment involves off-site written and oral assessments, as well as on-site workplace practical assessments. Given that most of the practical and applied components of the course and related assessment will occur on site at the trainees' workplace, the facilities of the mine itself or the related workplace setting need to be fully operational and meet minimum compliance regulations. Therefore, determining readiness for course training is ultimately decided by the companies/employers. NZMRS uses standard-setting body (MITO) assessment materials, and pre-moderated assessment tools where no materials have been provided.

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**.

Most of the training courses have fewer than 15 students, which enables the trainers to engage on a one-to-one basis to maximise student learning and achievement. Trainers try to maintain an awareness of learner engagement at all times, for example through the observation of learners' body language. Within the context of a short training course, relevant support is provided to all trainees, both by the trainers (for off-site work) and, where relevant, by workplace supervisors (for on-site work). All trainees are given workbooks at the commencement of training. In addition to the on-site and off-site training, trainees are expected to undertake homework as well as conducting research/investigations of relevance to the training course.

Prior to conducting off-site assessments, trainees are sent pre-assessment materials and assignments. Students must complete written assessments prior to oral tests. NZMRS has evidence that this tends to support success because it focuses students on the knowledge and skills they need to have and apply. Students who do not achieve 85 per cent in written assignments are given written feedback, together with extra tuition through one-to-one coaching, to ensure they are aware of the areas to review and re-learn. They are then given a re-sit opportunity, and if successful they are able to go on to complete the oral test.

Students who have been identified early in the course with any literacy or numeracy difficulties are given one-to-one support as needed, and are able to complete the written assignment orally. In addition, many client organisations will also provide support for their staff completing the course, particularly those who have literacy and numeracy difficulties.

Attendance is recognised as being an important factor affecting student achievement. To keep track of attendance, a spreadsheet has been developed which uses traffic light colours to highlight daily attendances as well as patterns over time. Any student who does not attend a class is immediately followed up.

To enhance the value of student feedback, course survey questionnaires seek qualitative responses, avoiding a quantitative 'one-to-five' method which trainers believe only encourages a quick 'tick box' approach. Trainee survey results are very positive, indicating that students feel well supported. While all student feedback is read and any issues addressed, it is not formally collated in ways that may facilitate emerging issues or patterns, which can provide useful information for improving learner guidance and support.

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 **Adequate**.

NZMRS developed a strategic plan in 2009, based on self-reflection and broad engagement, to outline its future direction. The plan led to NZMRS seeking and gaining registration as a PTE in 2011. Following the Pike River Coal Mine tragedy, changes to the business direction were initiated. One of the key changes involved the creation of a new training facility adjoining NZMRS's Rapahoe Mines Rescue Station, which was funded by Development West Coast. This nearly completed facility was created to benefit the mining industry as well as the West Coast community as a whole. The facility will allow for considerable expansion of NZMRS's training, both for the mining industry and other industries. A two-year business plan was recently developed to maximise the successful growth of the training services, with NZMRS indicating that several non-mining organisations have already expressed a strong interest in engaging them to provide a variety of training services.

Training provided by NZMRS is conducted to meet the needs of the industry under the relevant mining regulations and legislation, and will be further influenced by the outcomes of the Government Ordered Recommendations that emerge from the Pike River Coal Mine tragedy. The board of trustees has a broad mix of people representative of the industry, government and the local community. The trustees and general manager all have regular engagement with key stakeholders, which has been particularly prevalent since the Pike River Coal Mine tragedy. As indicated earlier, the tragedy has had a significant impact on NZMRS. While very satisfied with its own performance at Pike River Coal Mine, NZMRS has been very much involved with key industry and government agencies in finding ways to avoid, and improve responses to, such situations in the future. NZMRS has been proactive in supporting relevant changes in legislation and the PTE in changing its own training content and delivery. NZMRS supports the powers of the regulator (mines inspector) to conduct site inspections and site safety and hazard checks and audits without the need to gain prior approval by the mine owners/management.

One of the impacts of the tragedy was that the demand for NZMRS's training services reduced considerably. This was further affected by the more recent closure of the Spring Creek Mine. In effect, the training component of NZMRS has reduced significantly, from approximately 70 per cent of its business to 30 per cent. This impact, combined with the considerable external engagement of NZMRS as a rescue service organisation following the tragedy, has also resulted in structural changes. The educational management side/the PTE's day to day business is currently dealt with by another staff member (currently this is an employed consultant with industry training experience). In effect, the education management

side of the organisation is currently a work in progress based on the general manager's review of the business operations of NZMRS as an organisation. The PTE acknowledges that it is at a relatively embryonic stage of self-assessment in some aspects.

It became evident prior to the evaluation site visit that while NZMRS had a memorandum of understanding with another provider relating to reporting first aid unit standards, the memorandum did not cover delivery and assessment. As the delivery and assessment was conducted by a contractor employed by NZMRS, and NZMRS does not have consent to assess these unit standards, the PTE was in breach of the regulations. NZMRS subsequently acknowledged this as being an error on their part, and at the evaluation visit and immediately following the site visit sent a letter to confirm that the PTE will no longer be delivering and assessing the first aid unit standards until receiving consent to assess approval from NZQA. It is acknowledged that a possible reason for the error is the diversion of its attention caused by the Pike River Coal Mine tragedy and subsequent inquiry.

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 **Adequate**.

2.2 Focus area: Ventilation and Gas Testing

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

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

2.3 Focus area: Underground Mining Induction

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

NZQA recommends that NZ Mining Rescue Trust trading as NZ Mines Rescue Service:

- Enhance its understanding of NZQA rules and regulations pertaining to PTE providers and first aid training and assessment
- Develop a more robust, systematic and documented process for:
 - monitoring and responding to learner achievement
 - capturing and responding to the needs of industry
 - monitoring and responding to the known value of the training for all stakeholders.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 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 External Evaluation and Review (EER) Rules 2013.

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).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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