



NEW ZEALAND **QUALIFICATIONS** AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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# External Evaluation and Review Report

## Competenz

Date of report: 23 November 2018

# About Competenz

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*Competenz Trust is recognised as an industry training organisation for a wide range of processing, manufacturing and other industries (see Appendix 1 for details).*

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Type of organisation:	Industry training organisation (ITO)
Location:	277 Broadway, Newmarket, Auckland
Gazette recognition date:	1 January 2016
Number of STMs:	5,600 active (9,000 learners annually)
Number of staff:	174
Number of registered workplace assessors:	800 active
Previous quality assurance history:	Competenz' previous external evaluation and review (EER) outcome in 2014 was Confident in ITO performance and Highly Confident in capability in self-assessment.
Scope of evaluation	<ul style="list-style-type: none"><li>• Governance, management and strategy</li><li>• Forestry</li><li>• Fire Protection Services</li><li>• General Manufacturing</li></ul>
MoE number:	8104
NZQA reference:	C28779
Dates of EER visit:	4-6, 11 and 12 September 2018

# Summary of Results

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*Competenz has a comprehensive and considered approach – based on reliable data – to ensuring its statutory obligations are met.*

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## **Highly Confident in educational performance**

- Competenz has active engagement across each of its sectors to understand their training needs and issues. This is reflected in the targeted review of qualifications (TRoQ) across all 36 sectors which led to qualifications that meet the skill demands for a trained workforce, including technological advances.

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

- The multiple sectors under the ITO coverage value the ITO's qualifications and training arrangements, as indicated by the feedback from employers and learners. The ITO knows where industries could engage better and is establishing better training arrangements and career pathways to meet workforce development needs.
- Trainee achievement is variable across sectors. More traditional apprenticeship training arrangements have higher success than others. Competenz has restructured its services to provide better support. This has led, for example, to increased qualification completions in forestry. Overall, Competenz is within the top quartile for ITO cohort completions.
- Comprehensive assessor front-end processes and moderation provide assurance that assessment is relevant and current.
- Targeted analysis of priority learners would improve understanding of performance within sectors and by qualification for these groups.

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

## 1.1 How well does the ITO understand and meet the needs of industry, trainees and government?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Competenz demonstrates a thorough understanding of sector needs as reflected in the TRoQ process involving stakeholders in 36 sectors. The review resulted in a nearly two-thirds reduction in the number of qualifications. Post-TRoQ, Competenz developed new learning products aligned to qualification pathways to meet industry needs.</p> <p>Competenz has developed a three-year strategy to boost employer engagement. This involves understanding workforce training needs and developing qualifications aligned to career pathways, including meeting future workforce needs.</p> <p>Industries look to Competenz to develop the workforce, both by attracting new talent (e.g. school leavers with Gateway) and by placing skilled workers who can meet future work demands (e.g. the government's one billion tree-planting strategy).</p> <p>Competenz understands the needs of industry through feedback received at board roadshows and workplace visits, conferences, and staff surveys. Infometrics' industry data informs plans to meet current needs and forecast future needs.</p> <p>Competenz identified regional variations in Māori and Pasifika engagement – with higher levels of employment in Northland, Auckland, Waikato, Bay of Plenty and Taranaki – and is working to improve engagement and enrolments. Staff are also trained in cultural competency to help meet the needs of owners and workers in those areas.</p>
Conclusion:	The ITO understands sector issues and uses effective stakeholder engagement to develop relevant unit standards and qualifications. Competenz supports workforce development by providing advice to industries and government.

<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.

## 1.2 What is the value of the outcomes for employers and their trainees?

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Competenz translates industry needs into relevant qualifications valued by employers and learners. Four per cent of Competenz learners who complete a level 2 qualification go on to degree study within eight years, compared with the industry standard of 1 per cent. Competenz graduates also have higher incomes than other apprentices, and 40 per cent of learners are retained in industry following qualification completion. Companies recognise qualifications for recruitment and promotion of staff.</p> <p>Employers gain value through increased productivity by retaining skilled staff. This is supported by a doubling in learner and employer satisfaction with Competenz from 2015 to 2017. External surveys show graduate satisfaction with Competenz' products and services at above 95 per cent, and over 90 per cent for employers.</p> <p>Competenz' support for employer involvement in workplace literacy training has improved workplace health and safety – a key issue for companies operating in high-risk environments.</p> <p>The new workforce development team has added value to employers by analysing their training needs. This support has helped to increase industry engagement and generate repeat business. However, there is still low uptake of Competenz services from smaller employers. Competenz plans to provide online services to encourage more businesses to invest in training.</p> <p>The Industry Cash Contribution (ICC) of 28 per cent, while lower than for other ITOs, is representative and mostly generated from traditional apprenticeship sectors such as engineering. Smaller sectors have lower training costs. The ICC is used by Competenz to cater to different industry training needs, and it manages the allocation of resources well.</p>
Conclusion:	Competenz provides value through effective training needs analysis and providing skills development pathways for businesses to attract and retain workers, as well as upskilling the workforce for the future.

### 1.3 How well do trainees achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>A high proportion (70 per cent in 2017) of Competenz learners are completing qualifications with the 2017 overall cohort-based programme completion rate at 71 per cent. Competenz 2017 first year apprenticeship retention rate was 81 per cent, the fourth highest for the ITO sector. The 2017 credit achievement rate was also high at 79 per cent. The ITO expects to achieve its training targets for 2018.</p> <p>2017 outcomes data for priority learners is similar to the 79 per cent completion rate for all learners, with Māori 76 per cent, Pasifika 82 per cent, and under 25-year olds at 77 per cent. Māori and Pasifika programme completion rates are also similar, with 68 and 70 per cent respectively. Under 25-year olds rate is lower than the rate of all learners but the ITO is addressing the difference.</p> <p>Competenz compares programme data for Māori and Pasifika against all learners. However, the analysis would benefit with comparing priority learner achievement at individual programme level with data for all other learners to identify which interventions are effective increasing priority learner success, and areas for improvement.</p> <p>That said, Māori and Pasifika learner participation in higher-level qualifications is trending up – 38 per cent of Māori and 22.5 per cent of Pasifika learners are enrolled in a level 4 or higher programme in 2018, compared with 19.4 per cent of Māori and 4.39 per cent of Pasifika in 2017. The ITO produces quarterly reports on outcomes for priority groups. The completion rates for Māori and Pasifika learners is collated by sector. This data shows that completions for Māori are increasing. However, as, above, clearer analysis of results for comparison would help to identify what interventions are effective and areas for improvement.</p> <p>Overall credit completion rates are monitored throughout the year to ensure learners are progressing as expected. Over-durations, credit completions and non-completions are monitored by the different training arrangements to understand achievement. Apprenticeships have higher completion rates than workplace training, but over-durations have decreased as a result of improved support.</p>

	Employers use dashboard reports to check employees' progress. Competenz staff meet regularly with employers and apprentices to provide support and identify any barriers to learning. These activities contribute to improved outcomes.
Conclusion:	Overall, improvements in qualification completions are linked to better progress monitoring and workplace interventions, such as literacy and numeracy support and online access to assessment. However, better analysis of priority learner outcomes would contribute to understanding trends and the impact of interventions.

#### 1.4 How effective is the training arranged by the ITO?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Following an analysis of industry needs, Competenz has developed four core models of training arrangements. Account managers assess each workplace and offer a suitable model. Within each model, training advisors provide support with resources and training networks. Some sectors also have an account manager who may also conduct on-job assessment. The arrangements are specific to each industry and involve on or off-job training as required.</p> <p>There are 318 providers active across two models of training, with some learners enrolled in an apprenticeship and others who complete off-job training. Learners can also complete learning online, or entirely on-job using in-house trainers, verifiers and assessors under a corporate training model using existing workplace training plans.</p> <p>Most learners are enrolled in apprenticeships which have slightly higher completion rates than other models. These results support the effectiveness of the training arrangements for these areas.</p> <p>The ITO has developed learning resources with embedded literacy and numeracy. The resources are used by providers and for on-job training, creating delivery consistency within sectors. A 'tiered service model' is under discussion and yet to be rolled out. The model aims to use digital resources so that all learners receive tailored, one-to-one training support according to workplace needs.</p> <p>The ITO monitors the progress of learners to measure</p>

	effectiveness across each model, qualification and region. The relevant team reviews barriers and issues to find solutions and identify employers who are successfully engaged. The new workforce development approach is showing where a holistic training needs analysis is helping to promote relevant training arrangements leading to better workforce engagement.
Conclusion:	The ITO has developed effective training arrangements to suit differing training needs. A workforce development service is enabling a holistic approach to training and aims to cater to a wider range of needs within businesses.

### 1.5 What is the quality of the assessment being undertaken towards industry standards and qualifications?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Assessment quality is maintained through comprehensive assessor registration and two-yearly refresher courses. Competenz develops all assessment materials, which are pre-moderated before they are made available. These are used in both on and off-job assessment, which promotes consistency of assessment.</p> <p>Competenz has approximately 800 registered workplace assessors, 108 of whom are contract assessors. Assessors are well supported with an assessor guide, and employers receive a mentoring guide to help employees with the on-job learning.</p> <p>Competenz external moderation activities involves all assessors, including approximately 450 schools and 110 accredited providers. Moderation consists of annual face-to-face meetings with people assessing in similar scopes, as well as paper-based review of marked assessments. ITO managed unit standards are selected for moderation based on the ITO's risk criteria, and all active assessors participate. Around 75 moderators with industry experience conduct moderation of assessments, with some observing assessment in the workplace, such as in forestry. This encourages good assessment practices.</p> <p>The ITO is addressing issues raised by moderation of NZQA adult education and literacy unit standards. The ITO actions have led to some improvement in the adult education materials, but further work is required for the literacy standards.</p>



	<p>Assessment quality could also be enhanced by closer alignment of learning and assessment activities and more availability of assessors, particularly for forestry learners, identified by the ITO. In addition, some workplaces reported that they had lost ITO specialised staff and this led to a greater pressure on employers to train and assess on the job. The ITO is developing more online learning resources, similar to the fire protection service package, and has ensured regional teams have staff with relevant knowledge to support workplace training and assessment.</p>
Conclusion:	<p>Assessor registration and moderation of assessments provide assurance that on and off job assessment decisions are robust. Further improvements would help with meeting demand for assessment and helping learners progress in alignment with work needs.</p>

## 1.6 How does the ITO's governance and management support the ITO to meet its statutory functions?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Competenz is industry focussed and has effective processes for ensuring that the 36 sectors (comprising 46 industries) have fair representation when making decisions about training needs and allocation of resources.</p> <p>The board is skills based and has a representative from E tū trade union to provide perspectives from workers across the industries the ITO serves. Board performance is monitored using external board evaluation criteria. The outgoing chair has been in place for three terms. Over that time, the key focus has been the successful mergers with other ITOs. Industry feedback shows support for how the ITO carried out the transition.</p> <p>In 2017 the chief executive was advised of an issue with trainee eligibility. In response, the ITO commissioned an external audit and was required to pay back funding to the Tertiary Education Commission. Following this, the ITO completed a staff restructure and introduced a monthly verification of trainee numbers and a protected disclosure policy to support whistleblowers, showing that the board listens and responds to risks appropriately.</p>

	<p>Strategic direction was reviewed recently and there is a clear vision and purpose to engage with large and small companies to meet their needs. The issues facing industry include keeping up to date with technological changes, recruiting and retaining skilled staff, and upskilling staff. The key to this was the restructure of purpose in 2017 to better serve industry needs, and the careful development of technology to provide a flexible approach to meeting the training needs of employers.</p> <p>The board takes a multifaceted approach to stakeholder engagement, with bi-monthly regional breakfasts, site visits and conferences. In addition, two new teams have been established: the sector engagement team, which liaises with key industry groups and associations to ensure needs are met and standards are relevant; and the workforce development team to meet skill demands and provide holistic training solutions.</p> <p>The board and senior management team favour adopting new technology to meet employers' need for a trained workforce, complemented by a shift to a learner-centric, values-based staff culture to meet learners' needs. Staff engagement survey results are highly positive, indicating that the organisation is implementing change well.</p> <p>Feedback from employers and learners is very positive. A 360-degree performance review is used to monitor the chief executive's performance, based on feedback from staff, external stakeholders, the board and the senior management team. These results show a cohesive organisation that is successful in carrying out its statutory functions to meet industry needs. Future challenges include balancing training costs across different sized sectors and encouraging greater participation across workplaces and priority learner groups.</p>
<p>Conclusion:</p>	<p>The organisation is highly capable at performing its statutory functions through the allocation of appropriate resources and taking a considered approach to implementing changes in response to industry needs.</p> <p>There is comprehensive feedback from employers and learner outcomes used to measure progress towards targets and inform improvements.</p>

## 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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The ITO is aware of skills shortages across industries and has responded by developing new apprenticeships to engage non-traditional training sectors in training and generating career pathways for school leavers. A recent job matching service is another way the organisation intends to link potential employees to employers.</p> <p>Competenz' ability to engage with the sector is evident through regional board activities, restructuring of regional teams, and the establishment of the sector engagement team.</p> <p>The sector engagement team focuses on 'key influencers', including government ministers, industry associations and providers. The team actively engages with industry at a strategic and governance level to gain an understanding of the wider context of industry training requirements.</p> <p>Competenz uses information from commissioned research, Infometrics data, industry associations, employer surveys and operational staff to project training numbers and qualification needs across the sectors. The ITO undertakes feasibility studies, working with subject matter experts as part of the product development process to ensure that the products are suitable and contribute to workforce development.</p>
Conclusion:	The ITO demonstrates an ability to understand industry needs and respond appropriately while balancing priorities.

## 2.2 Focus area: Forestry

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Forestry is the second largest sector under Competenz' coverage. The ITO consults regularly with the forestry sector across all levels about qualifications and training arrangements. The feedback supports that the qualifications contain relevant training for working in the industry and learners are highly satisfied with the training materials. The ITO is looking to develop qualification career pathways, from planting seeds to forestry harvesting. New technology is also being added to keep up with changes in the industry.</p> <p>Employers value the training as it contributes to safe practices and staff retention. There is also evidence that many employers require candidates to use the new qualifications for recruitment because they contain forestry-specific machinery operating licences.</p> <p>Participation from smaller companies is slowly increasing, modelling larger companies which have traditionally engaged in the training. Increasing participation is one of Competenz' priorities in preparation for when the government's tree-planting initiative is underway. To facilitate this, the ITO is highlighting careers in the industry to encourage school leavers to work in forestry. The new apprenticeship model (15 per cent of learners) is working well to encourage younger workers and promote career pathways.</p> <p>The 59 per cent overall credit completion rate for 2017 was higher than the 48 per cent rate in 2015. Māori completions are at 56 per cent, and Pasifika lower at 51 per cent. The indicative rates are for 2018 show substantial improvement, with over 60 per cent credit completion rate forecast for 2018 based on the current 63 per cent. This credit achievement rates have steadily improved since the sector was merged under Competenz's scope when there was 36 per cent credit completion in 2013. The improved rates are a result of better monitoring of achievement and timely progress reporting by the ITO following the ITO mergers.</p> <p>The ITO attributes barriers for completion to the remote location</p>

	<p>of workers, regular drug testing, and employers only supporting achievement of part qualifications to meet their needs. In addition, there is a transient workforce due to the seasonal nature of work or promotions, which means the learners move to another qualification pathway, often not completing the first. The move to more online training and support aims to mitigate this issue.</p> <p>Completions are also hindered by the availability of assessors, timing of assessment, and remote location contributing to costs. The availability of assessors has a flow-on effect on the availability of specialist moderators to assure the quality of assessment. The ITO is working to increase the number of specialists in this area.</p> <p>Competenz has requested specialist funding to better support training arrangements in remote areas. Employers already contribute to on-job assessment through course fees, including apprenticeships. The organisation sees online learning and opportunities for micro-credentialing as key to improving coverage and effectiveness. However, costs associated with this strategy are high and there is a need to ensure equitable access across the industry.</p>
<p><b>Conclusion:</b></p>	<p>Competenz understands industry workforce development needs and provides qualifications and learning materials that meet industry needs. The ITO is looking to improve career pathways, completion rates and the timing of assessment with better funding to develop support systems.</p>

### 2.3 Focus area: Fire Protection Services

<p>Performance:</p>	<p><b>Excellent</b></p>
<p>Self-assessment:</p>	<p><b>Excellent</b></p>
<p>Findings and supporting evidence:</p>	<p>The review of fire protection qualifications and the subsequent development of learning materials shows how well Competenz understands and supports the needs of this sector.</p> <p>The ITO consulted with workplaces and learners and identified a need for accessible training that enabled participation and improved qualification completion. This led to the development of an online training package that was piloted before implementation at the end of 2017. The learners are supported by quarterly training advisor visits and study groups in some areas. Currently, the ITO's data shows higher usage of online training and is forecasting higher completions than the 65 per</p>

	<p>cent programme completion for 2017.</p> <p>The sector comprises around 4,000 people employed by 80-90 companies. Approximately 10 per cent (400) of employees, and a third of companies, are engaged in training. The ITO is monitoring sector penetration and partially attributes the digital platform to the increase in learners, but also recognises that the building boom has contributed to more workers in the workforce. The ITO aims to increase participation with the recent recruitment of an additional training advisor and plans for new qualifications to capture industry developments, such as passive firewall installation skills.</p> <p>The value for learners is shown by the high number (60 per cent) of learners who are retained in the industry, compared with 40 per cent for all other Competenz sectors, and relatively higher income post-training. This supports the value of the training leading to a viable career.</p> <p>The Competenz board is investigating widening participation across the sector, with the possibility of aligning qualifications to industry compliance requirements.</p>
Conclusion:	<p>The ITO's response to the needs of the fire protection industry for accessible training packages provides a strong example of where industry needs are listened to and a solution is provided in a relatively short timeframe. The solution also helps to meet future technological needs of learners and employers.</p>

## 2.4 Focus area: General Manufacturing

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>General manufacturing is the largest sector the ITO covers, with over 4,500 enrolled learners in 2017. The increased number is due to the development of flexible qualifications at higher levels, replacing specialist qualification pathways.</p> <p>Manufacturing skills are changing and there are widespread skill shortages across the industries the ITO covers. The ITO understands that the sector is lagging behind international trends for automation. It is engaging with organisations and employers strategically to develop qualifications and training to help upskill older workers and shift workers towards relevant qualifications.</p> <p>The ITO reduced the number of manufacturing qualifications</p>

	<p>available, from 114 to just 33, during the TRoQ process. The resulting qualifications meet industry-specific skill needs, as well as more flexible qualifications developed at higher levels to suit different work contexts and enable career pathways. Implementation of new qualifications involves piloting and reviewing needs to ensure the training packages are suitable.</p> <p>A large proportion (estimated at 88 per cent) of general manufacturing organisations are engaged in training, either with provider models or corporate models. There is evidence that many employers are using on-job training and qualification pathways to attract new recruits and retain employees. Competenz is working to increase learner numbers with qualification pathways and more flexible qualifications. Gateway initiatives and Got a Trade help attract younger people into the industry.</p> <p>The value to graduates of achieving qualifications is increased remuneration, but also enhanced self-worth and sense of achievement. Employers also receive value from the in-house support provided by Competenz' training advisors through the facilitation of health and safety training and literacy and numeracy support. Workplaces that have had a holistic training needs analysis have seen the effect where increased literacy and numeracy has helped raise the level of qualifications achieved and greater safety practices (in one example, by 33 per cent). Additional feedback from smaller companies supports that the ITO understands their needs and provides relevant training solutions.</p> <p>A higher proportion of Māori (21 per cent) and Pasifika (16 per cent) learners are engaged in training in relation to their representation in the workforce (9 per cent and 3 per cent respectively). The qualification completion rates are also high – 79-125 per cent across different sectors – which indicates that those who engage in training are successful. The success rate for Māori was higher than overall, but it is difficult to identify whether this was due to lower achievement from other learner groups or targeted support for Māori in individual workplaces.</p> <p>Increased credit and programme completions are related to flexible pathways, account manager daily monitoring, and employers' ability to track learner progress. In addition, there has been increased participation due to employers waiting for new qualifications to be developed before they enrol their employees.</p> <p>Competenz' primary customer relationship is with the employer, but also focuses on the learner receiving good one-to-one</p>
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	<p>support. The account managers ensure teams are equipped to carry out their roles and respond to feedback to make improvements.</p> <p>Competenz also manages relationships with training providers who deliver more traditional training to the sector. The providers all use the ITO's learning and assessment materials which enables cross-crediting, promotes consistency, and demonstrates the value of the training packages. As stated, there is regular assessment moderation involving all providers and assessors.</p>
<p>Conclusion:</p>	<p>The ITO is engaging strategically across the sector to inform developments and provide suitable training arrangements. The organisation responds to workplace needs and is monitoring the quality of provision with moderation activities and industry liaison.</p>



## 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 Competenz:

- Update the method for comparing achievement by specific priority groups with all other learners across qualification groups and sectors.

## 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 as a result of this EER.

# Appendix 1

**Competenz is responsible for arranging training and developing qualifications for the following industries:**

**Mechanical engineering**, including fitting and machining, general engineering, metal casting, and toolmaking

**Engineering fabrication**, including heavy and light fabrication and steel construction, and excluding boat building

**Locksmithing and gunsmithing**

**Lift and escalator servicing**

**Mechanical building services (formerly known as heating, ventilation and air conditioning services)**

**Refrigeration and air conditioning**

**Fire protection systems**, including fire detection and protection systems and equipment

**Food and beverage processing**, including general food processing, poultry processing, alcoholic and non-alcoholic beverage processing (including wine production), and cigarette and tobacco product manufacturing, but excluding meat, seafood and dairy product manufacturing

**Baking**, including craft and plant baking of bread, cake, pastry and biscuit products

**Retail meat**, including butchery, cured meat and smallgoods manufacturing but excluding meat processing

**Rail operations and infrastructure**, including rail passenger and freight transport, but excluding dairy operations

**Forest industries**, including forest establishment, forest nursery operation, silviculture and harvesting

**Maritime**, including the operation of all civilian and Defence Force vessels, but excluding those vessels whose primary purpose is commercial fishing

**Wood manufacturing**, including solid wood processing, wood panel manufacturing, pulp, paper, paperboard and fibreboard packaging manufacturing, and tissue converting

**Furniture manufacturing**, including wooden, metal and upholstered furniture and bedding, and furniture (polishing)

**Biosecurity industry**, including border quarantine activities

**General manufacturing**, including steel manufacturing, chemical product manufacturing, cosmetics and toiletry preparation manufacturing, soap and other detergent manufacturing, paint, ink, resin and adhesives manufacturing, pharmaceutical manufacturing (excluding compounding of medicines in community and hospital pharmacies)

**Plastics processing**, including basic polymer manufacturing and polymer manufacturing, but excluding tyre and adhesive products

**Glass and glass product manufacturing**, including glass processing and engineering for glass blowing and bottle manufacturing

**Apparel and textile manufacturing**, including clothing and footwear manufacturing, wool scouring, natural and synthetic textile manufacturing, textile product manufacturing (floor covering, cut and sewn products, and finishing) and knitted product manufacturing

**Laundry and drycleaning services**

**Journalism**, including print, publishing (newspaper, periodical, book, directory), radio, television and digital media

**Printing production**, including printing and printing support services

**Graphic design**, marketing and digital communications

**Signmaking**, including signwriting and sign erection.

# Appendix 2

## Conduct of external evaluation and review

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

### *Disclaimer*

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

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

- *Identify organisational fraud<sup>2</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>2</sup> NZQA and the Tertiary Education Commission 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 according to 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 for Tertiary Education, Skills and Employment.*

*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. The requirements are set through the Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 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 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). The Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/qa-rules/external-evaluation-rules-2016/1/>, 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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