

Report of External Evaluation and Review

Primary Industry Training Organisation

Confident in ITO performance

Confident in capability in self-assessment

Date of report: 15 December 2016

Contents

Purpose of this Report.....	3
Introduction	3
1. ITO in context.....	3
2. Scope of external evaluation and review	6
3. Conduct of external evaluation and review.....	7
Summary of Results	9
Findings	12
Recommendations	31
Appendix	32

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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 industry training organisation's (ITO) performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, trainees, communities, employers, and other interested parties. It is also intended to be used by the ITO itself for quality improvement purposes.

Introduction

1. ITO in context

Name of ITO:	Primary Industry Training Organisation (Primary ITO)
Gazette recognition date:	22 March 2005 Most recently updated 4 June 2015
Gazette coverage:	To set the standards at levels 1 to 7 on the New Zealand Qualifications Framework for agriculture, animal care and handling, animal products inspection, baking yeasts manufacturing, dairy processing and manufacturing, equine (including racing), fellmongering, floristry, greyhound racing, horticulture, leather manufacturing, meat processing and manufacturing (excluding poultry) , rural servicing, seafood, sports turf, energy and chemical plant, and water (includes only irrigation and field hydrology) industries.
Number of qualifications registered on NZQF:	272 currently registered (11 of which are expiring). Note: 96 New Zealand qualifications have been listed. National qualifications will be phased out over time.
Number of standards registered on NZQF:	Approximately 2,250
Number of trainees:	29,500 (2015 total)
Number of staff:	Full-time – 194 Part-time – 35

Number of registered workplace assessors:

Workplace – 802

Roving – 71

Distinctive characteristics:

Primary ITO covers multiple sectors:

- Growing – agriculture (including dairy, rural servicing, wool, sheep, beef cattle, poultry, pork, apiculture, and pest management), horticulture (including arboriculture, floriculture, amenity and production horticulture, viticulture), sports turf.
- Animal Care – including animal care and handling, veterinary nursing, equine and greyhound racing industry, and water industry (field hydrology and irrigation).

For the above sectors, the Primary ITO field team monitors and supports trainees on farms and in workplaces. Trainees are located throughout New Zealand working in high-capital, low-labour enterprises and in often isolated and remote locations. The field team provides periodic face-to-face contact and follow-up with trainees and employers. Where off-site training and assessment is required, providers with consent to assess are contracted to deliver these services.

- Processing – seafood and seafood Māori, dairy processing, baking yeast, leather and the laboratory, meat processing, animal product examination services, primary products food processing.

This area is administered and managed by Primary ITO's food processing business unit based in Hamilton. The engagement strategy of this team differs to the Growing sectors due to the large numbers of trainees in single workplace venues and the model with which support was previously provided through the New Zealand ITO.

- Energy and Chemical Plant – the standard-setting responsibilities for these unit standards and qualifications were transferred from the

Motor Industry Training Organisation to Primary ITO in October 2015. Due to the nature of this sector, there is training demand from a diverse range of employers and companies. In this sector Primary ITO contracts providers to train and assess within the workplace.

Recent significant changes: Primary ITO is an organisation created from the merger of Agriculture ITO with six other ITOs. In 2012 these included Water Industry Training, Equine ITO, Horticulture ITO and the New Zealand Sports Turf ITO. In 2014 this extended to New Zealand ITO (which had merged with Seafood ITO in 2012).

Changes since the last external evaluation and review (EER) include:

- appointment of a new chief executive¹
- appointment of a new board and board chair
- review of the trainee management system
- development of a new intranet
- the language, literacy and numeracy project
- establishment of a Trades Academy
- review of the industry-endorsed quality mark previously known as 'AgExcel'.

Previous quality assurance history: This is the first EER for this entity. The previous EER (of Agriculture ITO), held in August 2012, resulted in summative judgements of Highly Confident in ITO performance and Highly Confident in capability in self-assessment.

Of the six merged ITOs, only NZITO had undergone EER prior to the merger, which resulted in a Confident rating in both categories.

In April 2016, NZQA gave written notice to Primary ITO that under section 252A and 250A of the

¹ Subsequent to the EER visit but before the draft report was finalised, it was announced that the current chief executive had resigned. An experienced interim chief executive has been appointed while the board search for a replacement.

Education Act 1989 it was imposing conditions (with the agreement of Primary ITO) on the consent to assess against eight unit standards (all level 2 literacy, numeracy and workplace mathematics) as a result of Primary ITO failing to meet NZQA external moderation requirements. Due to the small number of trainees involved, the prevalence of issues with these assessments across providers, and the fact that Primary ITO understood and was constructively addressing the problem, the evaluators treated this as an outlier rather than an indication of a systemic failure within Primary ITO.

2. Scope of external evaluation and review

The scope for the EER consisted of the following six focus areas:

Focus Area	Description and rationale
Transition Education	This focus area is inclusive of all Primary ITO's activities with schools and communities; for instance: Gateway, Trades Academy, etc.
Meeting Māori needs	This focus area includes how Primary ITO is meeting the needs of Māori, e.g. with iwi in terms of land use and iwi development; of Māori employers, e.g. Māori corporations, etc; and of Māori students (up to 40 per cent Māori in some sectors).
Agriculture	New Zealand Certificate in Agriculture (Livestock Husbandry) [Ref: 2214] Level 3, 70 credits. Agriculture has the biggest single concentration of trainees (>10,000). This is a new programme post the Targeted Review of Qualifications (TRoQ).
Amenity Horticulture Cluster	National Certificate in Horticulture – Amenity Horticulture [Ref: 1014] Level 4, 140 credits. National Certificate in Horticulture (Advanced) – Amenity Horticulture [Ref: 1015] Level 4, 210 credits. About 1,000 trainees across the two programmes. This focus area provided an opportunity to look at progression within qualifications.
Seafood Processing Cluster	National Certificate in Seafood Processing with strands in Basic Processing Skills, and Intermediate Processing Skills [Ref: 1621] Level 2-3, 43-62 credits (dependent on strand). National Certificate in Seafood Vessel Operations (At Sea Processing) [Ref: 0644] Level 2, 67 credits. 1,500 trainees enrolled in programmes leading to these qualifications.

Sports Turf	National Certificate in Sports Turf Management [Ref: 0203] Level 4, 226 credits. Approximately 500 trainees. Unique area.
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The focus areas above represent a reasonable sample of the ITO's biggest areas of delivery.

Part of the rationale for focus areas in Horticulture, Seafood and Sports Turf was that they were each ITOs in their own right but had not undergone EER prior to mergers.

It was also agreed to closely examine how the ITO was addressing literacy and numeracy needs across all focus areas as a general theme (reported in key evaluation questions 3 and 4) rather than as a focus area. The ITO conveyed that they have identified low levels of functional literacy, numeracy and language in several of the industries in their coverage.

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 document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/for-providers/keydocs/index.html>) [Refer to ITO supplement]. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The EER was conducted in June 2016. Prior to the EER, the lead evaluator visited the head office in Wellington and discussed the visit with the chief executive and the quality manager, who was the organisation's contact for the EER. Two of the evaluation team attended meetings of the Horticulture and Seafood Industry Partnership Groups in Wellington prior to the EER. The entire EER team attended part of the annual Industry Stakeholder Council meeting in Wellington.

The EER team met with representatives of the Tertiary Education Commission (TEC) and senior staff from other areas of NZQA such as Risk, and Tertiary Assessment and Moderation.

The EER visit by a team of four evaluators took place over five days. It was centred on the Primary ITO head office in Wellington except for one day when two evaluators visited each of the Hamilton and Christchurch regional offices.

The evaluation team reviewed an extensive range of documentation and met with:

- Primary ITO board of directors
- Senior leadership team and chief executive
- Quality manager and quality team

- Industry liaison manager and staff
- Business services team
- Information technology team
- Seafood corporate account manager
- Amenity Horticulture training advisor and regional manager
- Schools manager
- Sports Turf training advisor
- Members of the Sports Turf industry partnership group
- Agriculture training advisors in Hamilton and Christchurch
- DASR (dairy apprenticeship skills recognition) project staff
- Learning support staff.

The evaluation team also spoke with a range of stakeholders by telephone.

The evaluation team is confident that they interviewed a sufficient range of staff and stakeholders for evaluation and review purposes.

During and after the site visit, Primary ITO provided the EER team with a large range of documentation, including:

- Strategic planning materials
- Minutes of meetings
- Quality management policies
- Records of trainee achievement
- Trainee evaluations of programmes and teaching
- Collated analysis of trainee and industry satisfaction levels
- Delivery and assessment materials.

This documentation complemented the self-assessment and contextual information that had been pre-submitted by the ITO. The evaluators sighted all of the materials the ITO provided and reviewed those considered most relevant.

Summary of Results

Statement of confidence on ITO performance

NZQA is **Confident** in the performance of **Primary Industry Training Organisation**.

Primary ITO is meeting many of the most important needs of its trainees and employers, industry and government.

- Primary ITO has a strong industry engagement framework which enables it to provide sound advice to industry employees and trainees about the skill development needs of the industries within its industry sectors.
- The ITO is providing useful and effective advice to government, Crown agencies and tertiary education providers on matters relating to training, skills and employment needs within its industries.
- Employers and trainees are getting good value from the outcomes of training and other services arranged or offered by the ITO. The qualifications developed by Primary ITO are credible, current and reflect the skills needs and career paths in the industries for which they have coverage. This has been supported by the ITO's own engagement processes and the consultative TRoQ process.
- Trainee achievement is steady and consistently at or above the ITO sector average. However, credit completion rates for Māori, and to a lesser extent Pasifika, are below the rest of the ITO's trainee population. Trainee progress is actively monitored and, notwithstanding the issues raised above about Maori achievement, trainees are generally supported to succeed.
- Training is arranged around the needs of trainees and industry, often delivered around the seasonal demands of the respective industries. The quality of learning resources is generally high.
- The quality of assessment is generally sound and supports an overall view that trainees are achieving at the required national standard.

The organisation is well governed and managed and has a clear philosophy and purpose that is reflected throughout its operation. The organisation is making good progress in its efforts to contain costs while maximising market penetration and ensuring stakeholders get good returns on training investment. Primary ITO staff display a clear understanding of their role and their respective responsibilities to industry, employers and to their trainees.

In summary, there is good evidence that Primary ITO is meeting most of the important needs of different industry sectors, employers, trainees and government. There is clear evidence of effective processes that contribute to (arranged and

managed) training and assessment and other related outcomes such as achieving credits and gaining qualifications. However, there is some variability in processes and outcomes, mostly attributable to the recent mergers. Primary ITO acknowledges this variability and is addressing it. Areas that need improvement and which Primary ITO has itself identified, are mostly not serious and/or are being effectively managed.

The range and consistency of outcomes at this time are not yet sufficient to justify a higher confidence rating. However, NZQA is confident that Primary ITO has the governance, leadership and processes to enable it to sustain and improve the outcomes over time.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Primary Industry Training Organisation**.

Self-assessment at Primary ITO is purposeful and genuine and findings are used to make useful improvements. For example:

- Records indicate that self-assessment has been practised within the majority of the ITO for many years. The organisation has comprehensive systems to regularly gather and collate feedback from industry, employers and trainees. Analytical tools and skills are in active use at the ITO. Generally, the quality and validity of the information collected is sound, and the information is then used to inform improvements to outcomes and processes.
- The 14 recently established industry partnership groups that represent industry and employers across sectors provide valuable insight, guidance and leadership to the ITO at multiple levels. The ITO in turn is genuinely using this valuable feedback to inform its direction and practice.
- Primary ITO has used the opportunities that have arisen from each of the mergers to reflect on its processes and develop systems that meet the needs of the merger partners. Major work has been done on the alignment and coordination of the cultures, systems and processes of the merged ITOs. This has resulted in the Primary ITO strategy 2015-2017 which encapsulates the shared vision, purpose, values and culture that the organisation plans to work towards. This continues to be a gradual and collaborative work in progress and includes the merging of two training management systems.
- Primary ITO has led the targeted reviews of 384 National qualifications, resulting in the listing of 96 new qualifications on the New Zealand Qualifications Framework (NZQF). This development has provided a unique opportunity for Primary ITO to benefit its self-assessment through key stakeholder engagement while at the same time representing the interests of all those involved in the reviews and the development of qualifications. It will also

enable Primary ITO to participate in the related development of standards, delivery programmes and assessment as appropriate.

- Primary ITO has developed online tools which enable all staff, including account managers and assessors, learners and employers, to track and monitor individual learner progress. This contributes to increased and more timely credit and qualification completions.
- Processes to critically analyse contributing factors to trainee achievement and other quality improvements are taking place across the organisation. Staff at Primary ITO demonstrated a good understanding of the factors that lead to trainee achievement. They regularly discuss and assess ideas among themselves for improving achievement and making training more useful and enjoyable for trainees.

In summary, Primary ITO has wide-ranging self-assessment which evaluates the majority of its high-priority training arrangements and activities on an ongoing basis. The quality and validity of the self-assessment information reviewed as part of the EER is generally good, although variable in some areas and requiring strengthening. In other areas (such as Māori trainee achievement discussed in Focus Area 2.2) self-assessment is strong but has yet to realise the planned benefits and improvements. This variability is acknowledged by the ITO and is due mostly to the work in progress resulting from recent mergers which has not yet led to validated changes or improvements.

Findings²

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

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 **Excellent**.

Primary ITO's understanding of the needs of government and its industries' learners is the stand-out feature of this organisation. The organisation's strategy and purpose are based on serving and working with its industries to develop people capability in primary sector industries across the value chain.

The ITO has formed 14 industry partnership groups (IPGs).³ The members of these groups are actively involved in their sectors and represent them in regard to training needs and providing feedback to the ITO about what is working well and what areas require improvement. The IPGs each nominate one representative to form the Stakeholder Council which meets independently, and also meets with the Primary ITO board at least twice a year to provide high-level feedback and information about primary industries' training needs. The Stakeholder Council also selects six of the eight members of the Primary ITO board.

The evaluation team attended part of the annual stakeholder forum where representatives of each of the IPGs presented their sector plans outlining their goals, objectives and targets for the year. In attendance were key staff from Primary ITO; Crown agencies such as the TEC, Ministry of Business Innovation and Enterprise, Ministry of Primary Industries; and representatives of tertiary education providers active in the primary industry space. What the evaluation team observed at this meeting was consistent with feedback found in: industry liaison business plans; customer service surveys; IPG meeting minutes; industry reports; and the IPG scorecards which confirmed that Primary ITO was providing valid and effective advice to industry employers and trainees about the skills development needs of the industries within its coverage, and that the ITO supports and is supported by its industries.

Industry engagement and endorsement is a critical component of the TRoQ process referred to in this report under the Statement of Confidence on ITO

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ The groups represent the following sectors: pipfruit; nursery production; sheep, beef and deer; amenity horticulture; wool harvesting; avocado and kiwifruit; sports turf; dairy farming; viticulture; vegetables and other fruits; meat and leather processing; equine and racing; dairy processing; and seafood.

Performance. TRoQ reviews were extensive and the signed attestations by working group representatives and other key stakeholders verify that qualifications meet the needs of industry.

As detailed in Focus Area 2.2 of this report, Primary ITO's efforts towards meeting the needs of Māori is a work in progress. The ITO's recent strategy to engage and develop partnerships with iwi organisations, Māori land owners and corporations has promise. Achievement by Māori trainees, however, is considerably lower than for non-Maori.

Primary ITO has been very successful in working with schools through its Trades Academy, with a view to increasing the attraction of primary industries to school leavers (refer Focus Area 2.1 for further details). One of these recent programmes is SWITCH⁴ (School, Work, Transition and Change) which is a pilot programme to facilitate transition from school to work and/or further training for year 12 and 13 students.

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

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**.

Employers and trainees in the industry sectors served by Primary ITO are receiving excellent value from the training and activities provided. Through the TRoQ process the ITO has ensured that skills development and training reflect skills needs and career paths in industry. The TRoQ process has been wide-ranging and has involved extensive research and consultation with stakeholders across a wide spectrum of industries and employers. The fact that nearly 100 qualifications have now been listed on the NZQF attests to the efficacy of this process. As discussed, the IPGs played a significant and valuable role in this process. This can be seen in their involvement and endorsement of the new qualifications that have been developed to match industry needs.

Primary ITO has undertaken, or been involved in, a number of studies to determine the value of outcomes. For instance, in the dairy farming sector, a recent study has found that when looking at the relationship between formal qualifications and employee income through quantitative research, the cumulative effect of being qualified was identified. The return on investment from vocational farm training for farmer assistants and herd managers ranges between four and 16 times. In absolute terms, the net financial benefit ranges from \$2,000 to \$6,000 per annum.⁵

⁴ The SWITCH programme enables students to attend school for three days per week and spend two days working in industry.

⁵ 'Return from Training Part B' Scarlatti report, May 2016.

More work along these lines in other industries would greatly strengthen the ITO's self-assessment of value.

The ITO has produced role description brochures for various sectors. These documents provide detailed role descriptions of the various jobs that make up that industry sector and describe the level and type of training best suited to the role. The documents provide an excellent overview of how training, qualifications and job roles connect. These are only available for some of the sectors in the ITO's coverage at this point.

Qualifications, standards and arranged and managed training that are related to roles rather than positions, support career pathways as important valued outcomes. The ITO has developed effective career pathways. For example, the Trades Academy programme in agriculture in secondary schools is an effective initiative intended to increase participation and further subsequent training uptake from year 12 and 13 students in particular. On the other hand, a new post-TRoQ National Diploma in Agribusiness Management (Level 5) – including the National Certificates in Resource Management and Planning, and Business Planning and Finance Management, both at level 5 – has been designed to develop career progression and is attracting increasing enrolments and completions. In 2015 there were 32 completions in the diploma, and 90 and 50 completions in each of the two component National certificates.

Shorter-term projects such as the dairy apprenticeship skills recognition (DASR) project with Fonterra, milk quality courses, and an approved seasonal work scheme for migrant workers in the horticulture industry all have strong indicators of immediate value⁶ to both the participants and industry.

Primary ITO has also found anecdotal evidence through interviews that have been conducted and feedback from training advisors, that engaging in formal qualifications-based training has a positive impact on communities and community networks, and on workplace recruitment and retention and staff engagement. A recent survey conducted by the ITO showed that 85 per cent of the participants responded positively to the question 'has training helped you progress your career?'

A 2014 report to the TEC shows positive feedback has been received from schools on the value of the Trades Academy programme for its students, particularly the resulting skills, knowledge, social skills and confidence they have acquired. In addition, school principals interviewed by Primary ITO confirmed that there was high employer demand for Trades Academy students, particularly those who have acquired good soft skills. Statistics provided by the ITO show that in 2015 over 80 per cent of Trades Academy graduates either gained employment, were accepted

⁶ For instance, improved milk quality, or the ability to undertake semi-skilled work in the horticulture industry.

into an apprenticeship, or pathwayed into further study at school or tertiary level. These are valuable outcomes linked to a TEC priority group.

The positive value of the outcomes from Trades Academy study was also apparent from Ministry of Education statistics, which show that students who participated in the Primary ITO Trades Academy are more likely to achieve NCEA Level 2 by 18 years of age than those who do not participate (85 per cent compared with 77 per cent). In addition, students seeking full employment when leaving school were more likely to achieve this if they had participated in the Trades Academy (72 per cent compared with 65 per cent).

Primary ITO recognises that much of the information it has about the value of outcomes is either anecdotal, or, more reliably, is the result of surveys of feedback from specific sectors. Despite its challenges, a more formal process for tracking and analysing successful learner and employer outcomes would be beneficial when the financial and time investments of Primary ITO-arranged training is considered. Nevertheless, determining the contribution of successful training and qualification completions to greater industry effectiveness and productivity remains challenging and will require collaboration across public and private sector entities.

1.3 How well do trainees achieve?

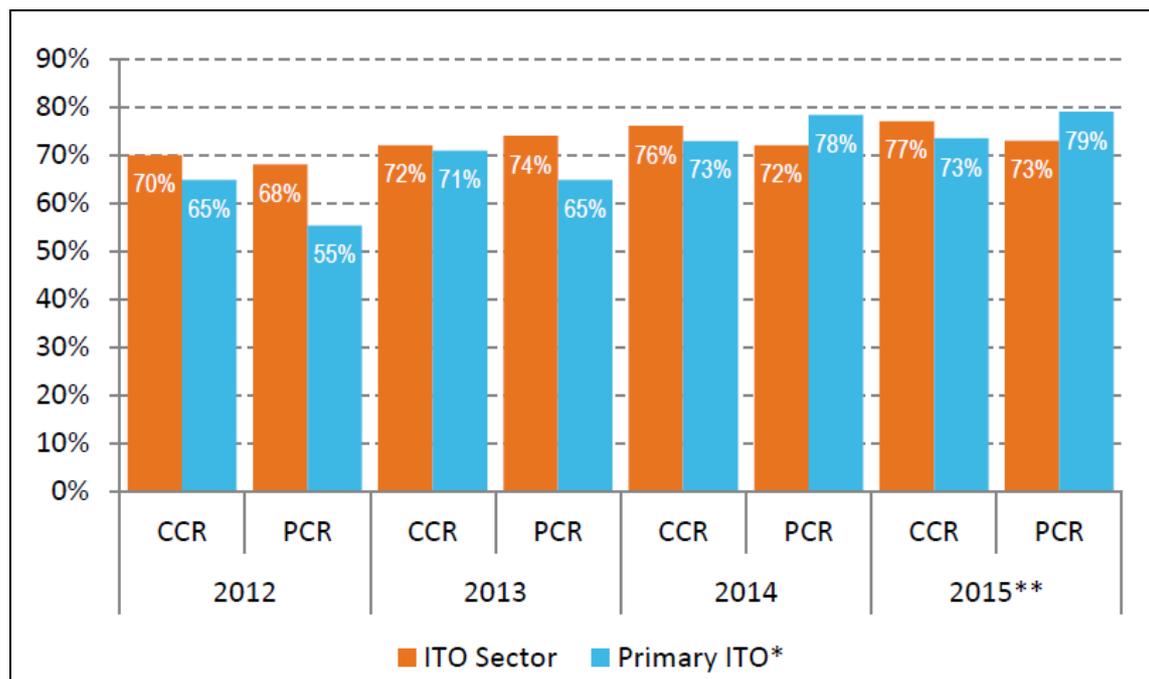
The rating for performance in relation to this key evaluation question is **Good**.

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

Primary ITO trainees are achieving good results. Course and programme completion rates have been steadily improving over the past three or four years and are slightly above the ITO sector average, as shown by Figure 1. The ITO recognises variable achievement results and the questionable integrity of data as being a legacy of some of the mergers.

Achievement rates for Māori trainees, Māori credit completion and programme completion rates are lower than for non-Māori Primary ITO trainees. The actual difference varies depending on the industry, programme and level, but is approximately 10 percentage points on average. Given that 19 per cent of Primary ITO trainees identify as Māori, this is a significant concern (see Focus Area 2.2 of this report for more details). Many of the account managers/training managers were not aware of Māori achievement rates at the time of the EER visit, but they were aware that this is a focus and a stated 'high priority' for the ITO. They were aware that the ITO was developing a strategy and practices that would ensure future tracking and monitoring of all achievement rates.

Figure 1. Course and programme completion rates 2012-2015⁷



** Primary ITO 2015 educational performance indicator results are provisional as of 29 March 2016.

Through the TRoQ process and the valuable input of the IPGs, the ITO has ensured logical pathways in employment and training. The ITO is now working on the next phases: approval of industry programmes, review of unit standards, and producing assessment materials. Progression of this workstream indicates relevance to industry.

Account managers track and respond to progress using either of the ITO’s two trainee management systems: ToMoS, the purpose-built system developed for Agriculture ITO and used across 80 per cent of the organisation; and ‘Smart TMS’ a proprietary product purchased by New Zealand ITO and used to service training and assessment in the food processing sectors. Both systems include unit standard assessment results and apprentice visit summary reports and action plans. The recent development and roll-out of a useful tool to monitor achievement, the ‘Talking to ToMoS’ application – which enables trainees and their employers to have instant access to their achievement progress through the ‘MyPrimaryITO’ portal – has been welcomed by trainees and is expected to lead to improved results as trainees are motivated by the access they have to their results.

⁷ The credit completion indicator represents the credits achieved by trainees at an ITO as a proportion of the total number of credits trainees are expected to complete in a given period. Expected credits are the delivered standard training measures (STMs) multiplied by 120. STMs are negotiated as part of the ITO’s investment plan.

The significant and well-resourced work that Primary ITO has embarked on to address language literacy and numeracy challenges in its trainees is commendable, particularly given the dispersed employment situations of Primary ITO trainees. Staff recognised several years ago that the industries covered by the ITO have a percentage of employees with low levels of literacy and numeracy – almost double that of the general population. For instance, at one point it was estimated by the ITO that nearly 20 per cent of agriculture employees manifested signs of dyslexia. Additionally, the high levels of migrant workers, both permanent and seasonal, in the horticulture, agriculture and seafood industries have led to significant need for English language support. Primary ITO has risen to this challenge.

The ITO's target is for all trainees, up to and including level 5, to be tested using the TEC's online adult literacy and numeracy assessment tool. However, to date a reported overall very small proportion ('less than 25 per cent') of trainees are completing both formative and summative assessments. Essentially, the ITO is challenged by a technology gap here: the test requires both a personal computer and internet access, both of which can be limited in rural or remote areas.⁸ As a result, all trainees complete the test on paper and it is then transcribed to the online tool. The ITO has mobilised a team of over 500 volunteers who it supports and provides resources to, to provide literacy and numeracy mentoring and tuition to trainees. Staff also use the TEC's Pathways Awarua which is a suite of resources designed to support adult learners to strengthen their numeracy, reading and writing competencies. There is some evidence that the ITO's literacy and numeracy efforts have been successful: training advisors report improved engagement; training providers report improved assessment results; and trainees report improved literacy and numeracy ability and confidence. A research project is currently underway in partnership with Ako Aotearoa which is expected to provide stronger empirical evidence of the success of this project.

1.4 How effective is the training arranged by the ITO?

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**.

Primary ITO has developed an appropriate mix of training and is managing it well to ensure that trainees acquire relevant skills for the workplace. The ITO arranges a mix of on-job and off-job training which ensures that learners gain and develop relevant knowledge and skills for their industry and workplace. It actively monitors the progress of its learners and supports them effectively to succeed.

⁸ By 2019, [TEC] will also create...an 'app' for smartphones and other mobile devices, and other ways to increase accessibility of TEC-supported resources such as offline access.' Source: TEC Literacy and Numeracy Implementation Strategy 2015-2019.

Training is arranged around the needs of trainees, employers and industry. As previously discussed, the ITO understands these needs through feedback from IPGs, trainees and their own staff. Many of the sectors covered by Primary ITO are seasonal in nature, and training is designed and managed to match seasonal demands. For instance, the New Zealand Certificate in Agriculture (Level 3) is designed to be delivered to match the calendar year – subjects are scheduled to coincide with relevant activities on the farm. The programme is delivered intensely through the winter months when demands on the farm are usually less critical, so that trainees might have less training pressure in busy times like springtime when calving or lambing takes place. Trainees in the Sports Turf programmes commented that they appreciated being able to download course material in their own time, which enabled them to increase the pace of their training during wet weather when they had reduced obligations at work. This is an improvement in process based on self-review and trainee feedback.

The quality of learning resources provided by the ITO is generally very high, with digital delivery an emerging strategy. There were a small number of exceptions where the ITO had themselves identified the need to improve the delivery resources they had inherited from merger partners. The ITO is watchful over the costs of having their own design and publishing house, and gains economies by assisting other ITOs with publishing. Organisational capability in this area is very high.

The quality team recently undertook a review of formal consent and moderation requirements. This resulted in reducing the number of consent and moderation requirements from 11 to four, which will make compliance for delivery organisations more straightforward. The ITO's close attention to quality assuring all components of assessment was evident across this EER.

The Primary Proven quality mark is about to supersede the Agriculture ITO's AgExcel quality benchmark for Primary ITO's contracted providers. It is expected that Primary Proven will result in high quality, effective and engaging tutors who will have undergone an external validation of their capability. The change to the new quality standard means that the recognition lies not only with the provider but also with the individual tutors employed by that provider. This is a useful evolution of an industry-recognised quality branding, the effectiveness of which should be monitored closely by the ITO as it is rolled out.

The ITO has a clear and comprehensive process for selecting schools and their students for enrolment in the transition programmes. This includes a thorough analysis of an expressions of interest form, followed by subsequent interviews with students and consensual agreement between all parties, including parents.

The ITO provides comprehensive training and assessment resources for its Trade Academy programmes. It has effective engagement with the partner schools to maximise student progress and achievement. For example, Trades Academy monitoring includes the ongoing use of a standard template by schools to report on

student attendance (including on-site visits to work sites), how they are progressing with unit standard completions, and any related pastoral care issues. The information is then captured by the ITO, which uses a systematic Green-Orange-Red light system to flag any issues that need attention.

To an extent, the effectiveness of training for Māori and Pasifika trainees requires strengthening. The ITO's recent strategy to engage and develop partnerships with iwi organisations, Māori land owners and corporations has promise but is still largely conceptual.

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

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**.

The assessment processes and the Primary ITO resources used to support assessment provide the evaluators with confidence in the quality of assessment occurring in standards 'owned' by the ITO and the reliability of results. Moderation is occurring within the workplace and across the industry sectors, leading to better assessment and ultimately better outcomes.

Trainees receive constructive feedback on their learning as well as their assessment, which helps support improved outcomes. Achievement records are kept up to date and used as part of the dialogue with the trainee about their progress, any issues impacting on their learning, and their next steps.

The ITO has a sound and comprehensive 'Learning and Assessment Philosophy and Principles' document which describes the philosophy of learning as integrated, holistic and ongoing. It is pleasing to see that the ITO is explicit about the fact that 'assessment is not the curriculum' and that unit standards are minimum assessment criteria and that learning should cover the components necessary to ensure that learners achieve the desired graduate outcomes and necessary capabilities. Moderation also informs assessment processes and practices.

Primary ITO considers that the merit of its programmes lies not only in the long-term vocational and professional outcomes for graduate trainees, but also in attributes such as critical thinking, problem-solving, adaptability and collaborative behaviour that trainees acquire. The ITO's Learning Vision document expresses the desirability of acquiring these attributes, but the ITO now needs to formalise these characteristics into graduate profiles and determine how they will know whether or not graduates have actually acquired these attributes.

The ITO has significantly changed its approach to assessment and moderation. It has reduced the total number of assessors (almost every employer was a registered assessor) and reframed their role as (employer) verifiers. The

responsibility for assessment resides with the ITO assessor. Evidence gathered on-job is still highly important to the overall process. Employers must still verify that the trainees can perform the task to the required standard. This is a major strategy and process change led by the ITO, and has a sound rationale and appears to have been effectively implemented.

Assessment is generally conducted by adequately trained and qualified assessors who meet consent and moderation requirements and are required to attend periodic professional workshops to maintain their registration with Primary ITO. The evaluators noted one industry sector where the workplace verifiers had not received adequate training. This problem was identified by the IPG which informed the quality team who were addressing the issue promptly.

The evaluators verified that schools delivering primary industry transition programmes are complying with the ITO's external moderation policy and related processes. Moderation processes for school partnership programmes are robust and provide assurance that assessors are monitored effectively to ensure practices are meeting minimum requirements, with any areas of concern followed up and managed accordingly.

The ITO's undertaking to provide training for their staff to attain the National Certificate in Adult Education and Training (Level 4) sets a good standard for educational professional development.

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

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**.

The board, chief executive and senior management team of Primary ITO work effectively together to provide leadership to a range of industries and trainees in what is New Zealand's largest and probably most complex ITO. It has a strategic plan which articulates clear goals and objectives. The organisation has sound governance and leadership and is continuing to develop and embed effective systems for monitoring trainee achievement and supporting staff to improve educational performance and meet many of the needs of industry, employers, trainees and government. Quality is well embedded in the organisation.

Primary ITO's management recognises that the key to success of the business lies in the success of the trainees and the value they gain from their training. Primary ITO actively supports strategies to increase trainee achievement and to support trainees to meet their career and employment goals. The leadership and management style is a strong and positive influence on organisational culture. It fosters professionalism, self-reflection and customer service.

The ITO has demonstrated that it is able to anticipate and respond to change. Many of the industries it serves are cyclical in nature, so demand for training and the accompanying funding reflects those cycles. For instance, the ITO has recently experienced a significant drop in demand for training in its biggest sector, dairy farming, as a result of the economic downturn in that industry. Not only does the ITO have to economise in response to that downturn, but in doing so it must also maintain capability so that it can escalate activity when the sector returns to profitability and demand for training rapidly increases. This the ITO does well.

Primary ITO has employed very highly qualified and experienced staff, which it manages effectively and actively develops. The value that Primary ITO management puts on the experience and know-how of their team is clearly apparent and makes a positive difference to educational quality.

The ITO is well equipped with physical and learning resources which are managed effectively. There are systems in place to monitor resourcing to ensure there are sufficient resources to meet the needs of industry sectors and their trainees.

Monitoring of performance within Primary ITO is regular, transparent and robust. The organisation encourages reflection on its role and how to continue to make ongoing and continuous improvements to how it meets the needs of trainees and other stakeholders. Strategy and implementation around the needs of Māori is patchy as yet, and time is needed before improvements in processes, completion rates or outcomes which meet Māori needs can be readily evidenced. Self-assessment is being well led by management and is generally understood and adopted throughout most of the organisation – the challenges and opportunities provided by the mergers of six previously independent ITOs with the Agriculture ITO are still being worked through in some areas. Management and staff enthusiastically encourage opportunities for reflection on their roles and how to better meet stakeholder needs. This has led to an authentic and reflective environment and culture strongly embedded throughout the organisation.

Focus Areas

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

2.1 Focus area: Transition Education

The rating in this focus area for ITO performance is **Excellent**.

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

To meet both current and future employment demand, it is clear there has been significant attention, stakeholder collaboration and related investment made in encouraging schools to pathway more students into primary industry. A number of transition education arrangements are in place to meet the different needs of schools and their students, including the Trades Academy and Gateway programmes. School engagement has resulted in a significant increase in school students participating in related industry programmes, particularly the Trades Academy which is the largest and most used training programme (currently 500 funded places).

School feedback, including survey results, shows that there have been a number of benefits for students who enrolled in the Trades Academy programme, for instance noticeable increases in their learning engagement, credit completions, and the skills, knowledge, social skills and confidence they have acquired. Ministry of Education statistics also show that students who participated in the Trades Academy programmes are more likely to achieve NCEA Level 2 by 18 years of age than those who do not participate (85 per cent compared with 77 per cent). Students seeking full employment when leaving school were more likely to achieve this if they had participated in the Trades Academy (72 per cent compared with 65 per cent). School principals interviewed confirmed that there was high employment demand for its Trades Academy students.

Statistics provided by the ITO show that in 2015 over 80 per cent of Trades Academy graduates either gained employment, were accepted into an apprenticeship, or continued their academic study at school or tertiary level. To further strengthen its transition education arrangements, the ITO initiated the SWITCH project in 2016. While still a work in progress, the project has received positive feedback to date on its potential benefits, particularly its flexible arrangements to provide a further vocational pathway for students, and especially for those in Year 13 who are seeking employment in primary industry.

The ITO is fully committed to, and is making good progress in meeting current and future employment demand in the primary industries, which is particularly evident in its promotion, management and enhancement of its transition education programmes.

2.2 Focus area: Meeting Māori needs

The rating in this focus area for ITO performance is **Adequate**.

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

Primary ITO arranges training for over 5,300 Māori trainees annually, representing 18 per cent of trainees in 2015. In addition to these key relationships and responsibilities, the ITO has worked closely with various land incorporations, iwi and/or hapū entities and Māori businesses more broadly over recent years. The ITO has also been a key supporter of the annual Ahuwhenua Trophy – ‘the most prestigious award for Māori agriculture’⁹ which has been awarded for over 80 years, with sheep and beef and dairy competitions being run in alternate years.

The ITO’s significant effort in delivering new qualifications for the sector through the TRoQ process included, for example, fisheries and farming-related qualifications developed with some involvement and input from both wānanga and Māori business interests. The ITO has had significant and ongoing involvement with Māori, and is seeking to improve and grow those relationships after some earlier difficulties and gaps in engagement. Examples of this effort include the addition of a new member to the board under the ‘skill-based’ selection process,¹⁰ and visits to a range of iwi authority chief executives by the new chief executive. The ITO is also starting on planned internal ‘culture change’ to more effectively meet the needs of Māori. A thorough and critical internal review report has informed this work.

Māori credit completion and programme completion rates are considerably lower than for non-Māori Primary ITO trainees, but do meet the target for programmes below level 4 (Table 1). The ITO attributes this performance gap to difficulties in specific industries with high Māori participation, and as not being representative across all sectors of Māori trainee participation. Participation rates are slightly higher at the lower training levels 1-3 (20 per cent) than at levels 4 and higher (15 per cent).

Table 1. Māori and other trainee credit and programme completion rates, 2015

	Credit completion rates (Target 60%)		Programme completion rates (Target 60%)	
	Levels 1-3	Level 4 +	Levels 1-3	Level 4 +
Māori trainees	68%	54%	82%	52%
Other trainees	77%	70%	87%	68%

Source: Primary ITO (as at 5 April 2016)

⁹ <http://www.ahuwhenuatrophy.maori.nz/history.php>

¹⁰ An experienced company director, holding a number of directorships and Ministerial appointments, and the current chair of the Federation of Māori Authorities.

Primary ITO's Māori trainees are most commonly employed in so-called 'traditional' areas, such as wool, seafood, meat processing and beef/sheep farming. There is apparently weaker penetration into most other Primary ITO training sectors. Although the evaluators were shown examples from seafood and farming indicating good engagement with specific Māori entities and trainees, currently there appears little in the way of a strategic approach which might lift participation across non-traditional areas.

Meeting the literacy needs of Māori trainees is likely to be an important contributor to training effectiveness and completion rates¹¹ (refer discussion in Findings 1.3 of this report). The recruitment, training and support of volunteer trainee 'mentors' across the country seems a useful innovation, but no data was supplied on how many Māori mentors or trainees engage with this process or how effective it may be for them.

The evaluators were provided with recent key components of self-assessment broadly related to meeting the needs of Māori: a Primary ITO commissioned external scan and review of their responsiveness strategies, and a more internally focused cultural review. These quite searching studies – further informed by visits to iwi groups – led to the chief executive developing a forward-looking proposal for the June 2016 meeting of the ITO board. At operational levels there is still much work to do. For instance: self-assessment data presented to IPGs lacks detail on Māori (and Pasifika) learner achievement; the IPG-developed high-level strategy summaries are unclear as regards the stated 'priority' of lifting Māori engagement; and the two recruitment advertisements and job descriptions on the Primary ITO web page at the time of the EER were silent on bicultural competence.

Overall, at the higher level the self-assessment is detailed, self-critical and is leading to action. Strategy implementation at the operational levels is patchy as yet, and time is needed before improvements in processes, completion rates or outcomes which meet Māori needs can be readily evidenced. This leads to a rating of adequate for this focus area.

¹¹ 1.3 million New Zealanders do not have sufficient literacy and numeracy skills to fully engage in the economy and society (as of the most recent assessment in 2006). This is 43 per cent of adults aged 16 to 65. Māori and Pasifika adults are over-represented in this group. Source: TEC Literacy and Numeracy Implementation Strategy 2015-2019.

2.3 Focus area: Agriculture¹²

The rating in this focus area for ITO performance is **Excellent**.

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

This focus area is an example of an outcome of the TRoQ in dairy farming, which has by far the highest number of trainees, credit completions and programme completions of all the primary industries. As a consequence of the TRoQ, the New Zealand Certificate (Livestock Husbandry) (Level 3) (Dairy) replaced two previous qualifications: the National Certificate in Agriculture (Cattle Breeding) (Level 3) Dairy Cattle Farming, which had 403 programme completions in 2015, and the National Certificate in Dairy Farming (Animal Health and Husbandry) (Level 3) which had 583 programme completions in 2015.

In 2015, Primary ITO delivered pilot programmes in Eastern Bay of Plenty and Southland for this new post-TRoQ qualification and programme. All of the 25 trainees completed the pilot programme and the qualification. Enrolments in 2016 are 477, of which 33 (7 per cent) are Māori and eight (1.6 per cent) are Pasifika.

The programme is 70 credits designed to be taught over 12 months and aligned to the farming year. The pilot programme integrated seasonal delivery of training so that learning took place at the same time as skills were applied on-farm. Classes are scheduled around the seasonal demands of farm work. The development of this qualification and programme was informed by industry through the TRoQ process and on an ongoing basis through the Agriculture IPG. The IPG reports that the programme and assessment design was a direct result of specific and ongoing feedback from them. This is a worthy example of assessment that supports learning and is informed by sound industry consultation and self-assessment.

The 2015 pilot was reviewed in early 2016 using feedback from trainees, employers and training providers. The resoundingly positive evaluation feedback from the pilot provided good evidence of the success of the approach and the appropriateness and effectiveness of the learning and assessment and the underlying principles. The integrated seasonal learning and assessment approach, including online learning and assessment and the evidential portfolios, is now being extended to other primary industries. This is expected to further enhance the quality of the delivery and assessment of training in agriculture and other primary industries.

¹² Specifically the New Zealand Certificate in Agriculture (Livestock Husbandry) (Level 3) (Dairy)

2.4 Focus area: Amenity Horticulture Cluster

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

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

The ITO has a clear understanding of the industry skills and knowledge needed for work in the sector, which is evident from the ITO's active engagement in the recently completed TRoQ process. This has resulted in a more streamlined set of horticulture qualifications that now separate the service sector from the production sector. The approved qualifications provide a coherent pathway from level 2 to level 6 (one qualification at each level), with a specialist strand at level 3 to level 5 in Amenity Horticulture.

Relevant information is gathered and shared by IPG members at their regular meetings and from the ongoing communication processes with the ITO (e.g. through the industry liaison team). These discussions are evaluative in nature, with areas for improvement and development shared. Recent examples include: a recognition that there is a need to promote more training in the urban areas where a large proportion of amenity horticulture employment exists; and to make a clearer distinction in the ITO's promotion and resource materials between the horticulture production and service industries (the latter representative of the amenity sector).

As trainees progress through their programmes of study, the ITO considers that many workplaces provide them with financial rewards (e.g. hourly wage rates increase when credits are achieved), adding value and motivation for trainees. Staff interviewed identified that a high percentage of its trainees come from existing employers, which indicates that its programmes are valued by many employers. Customer satisfaction and ongoing demand for the qualifications are viewed by the ITO as important value indicators. Overall 2015 customer satisfaction survey rates from employers (93 per cent) and trainees (88 per cent) indicate that there is strong support overall for the relevance and value of the training. However, the value of outcomes for trainees, following completion of their programme, is largely reliant on anecdotal information with no processes currently in place to gain a clearer understanding of the subsequent benefits (e.g. retention in the industry/workplace, pathway to a higher-level programme, increased productivity, etc.).

A standard dashboard is used to capture credit and programme achievement data across the ITO regions. Regional managers review this on a regular basis and share information with training advisors. From data viewed it is evident that over the past two years both level 4 National certificates met the ITO's key target that 80 per cent of its trainees will achieve 10 or more credits within the same calendar year, with a noticeable upward trend in 2015. The Advanced level 4 National certificate programme also achieved a reasonable overall course credit completion rate of 70 per cent in 2015. However, the credit completion rate for the other level 4 National certificate programme in 2015 was less than 60 per cent, with just under 50 per cent for the programme completion rate.

The ITO recently created a scorecard, which enables all its IPGs to rate and provide feedback on the ITO's performance and delivery against industry expectations. The Amenity Horticulture IPG rated the ITO's overall performance as 6 out of 10, slightly below the IPG average (7/10).

While the high rates of trainee satisfaction from the latest customer surveys are a good indication that the training is working well, the IPG believe that the off-job technical training arranged by the ITO needed to be increased in some areas to help create a better balance between the on-site and off-site training. It is apparent from recent IPG feedback that many workplace verifiers, particularly new verifiers, do not have all the related information and knowledge needed to mentor, support and prepare trainees for their assessments in a timely way (especially for trainees with special needs). For example, the IPG identified a lack of learning resources for the on-site training, making it difficult and time-consuming for employers and trainees. In addition, while the IPG believes that employers and trainees value the support and advice provided by the ITO's training advisers, this could be further strengthened through the facilitation of regional training/cluster meetings for verifiers.

Overall, it is evident that the ITO is supportive of the amenity horticulture industry, with good processes in place to try to ensure the needs of its stakeholders and trainees are being met and that the training is valued.

2.5 Focus area: Seafood Processing Cluster¹³

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

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

Seafood is a significant and growing primary industry training area with approximately 1,500 trainees. Primary ITO generally understands and meets the needs of the seafood industry, learners and government. Its qualifications, standards, skills development and training reflect the needs of the seafood industry well.

The seafood industry, like most primary industries, is seasonal and has quite high turnover which has an impact on the number of potential trainees who see seafood as a career and choose to undertake training and qualifications. Valued outcomes are based on essential lower-level processing skills and are directly related to productivity.

Trainees also gain personal skills such as improved self-confidence and communication skills which are useful in any future employment in a primary or non-primary industry. However, no data is currently available on the use and value

¹³ Including the National Certificate in Seafood Processing with strands in Basic Processing Skills and Intermediate Processing Skills (Ref 1621) (Levels 2-3).

of such transferability. Recognition of prior learning/current competencies is possible for those who are experienced and skilled in seafood but who may not have previously gained any kind of formal acknowledgement. But again, the data around this is not evident. The ITO has begun to provide a seafood industry career pathway by developing a level 5 qualification in consultation with the seafood sector and with the support of its widely representative Seafood IPG. It is too early to say how successful the uptake will be of the level 5 New Zealand Certificate in Seafood.

The credit and programme completion rates for the National Certificates in Seafood Processing Skills (Levels 2 and 3) are excellent. For instance, in 2015 credit achievement was 90 per cent and programme completion 100 per cent. (Source: Primary ITO based on TEC educational performance indicators.)

Company, employer and trainee surveys and feedback confirm the value of the training and its contribution to productivity, although it is not easy to measure this by different roles, e.g. on the processing chain compared with supermarket retail. Some of the seafood achievement data provided by the ITO was not as clear as it might be. For example, there is no clear evidence of analysis of achievement over time and trends, reasons and explanations, and consequent changes and their success. This includes a lack of understanding of the wider picture of Māori and Pasifika achievement in seafood compared with other sectors and the reasons for this. Given the high proportion of Māori trainees in this sector (approximately 40 per cent), this type of analysis would be useful self-assessment.

Assessments are robust, fit-for-purpose and based on gathering evidence as it occurs. At the time of the EER, assessment was just beginning to move into online and the use of portfolios and should benefit from such ongoing improvements. The on-job training is quality assured in the field and includes robust assessment and moderation. Quality assurance and moderation of assessment, both internal and external, provides comprehensive confirmation of the high quality of assessment and reliability of achievement data.

As previously mentioned, the self-assessment of seafood is slightly limited and this impacts on the knowledge Primary ITO has about this sector and the further changes and improvements it might make, including around Māori and Pasifika achievement.

2.6 Focus area: Sports Turf

The rating in this focus area for ITO performance is **Excellent**.

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

The National Certificate in Sports Turf Management (Level 4) was selected as a sample programme within this focus area, reflecting a niche area of provision with 168 active trainees in the first quarter of 2015. Most of these trainees are New Zealand apprentices working at golf courses or on sports fields and stadiums for

local government or contracting companies. The useful snapshot report provided to industry by the ITO shows excellent coverage of training arrangements across New Zealand. Penetration data across sub-sectors involved with the turf industry (e.g. sports fields, bowling greens, golf courses) also shows good uptake across sectors and good analysis by the ITO. The qualification reportedly has widespread recognition across sectors as the fundamental sports turf 'trades qualification'. Examples of graduates using this qualification to progress their careers in New Zealand and internationally were noted. Fifty-one trainees achieved the level 4 qualification in 2015, and a further four trainees completed their programme in the first quarter of 2016.

New models of ensuring effective engagement with trainees and employers across New Zealand have been implemented by the ITO to build additional staff expertise, and this can be seen as an improvement. The merger has been apparently well managed, and industry provided a strong endorsement of this directly to the evaluators. Additionally, a key component of the ITO's self-assessment – the Sports Turf IPG scorecard – recorded a 'customer satisfaction' rating of 8 (with 10 being outstanding) and an overall performance score of 7.5 in March 2016. The IPG is active, has appropriate membership, meets regularly and is supplied with detailed and useful information by the ITO.

Primary ITO through its sports turf work has close links with industry, albeit in a very well-defined set of vocational skills requirements. This is matched by an ongoing relationship with the sole private training establishment providing the off-job training component of the qualification.¹⁴ Seasonal factors are taken into account appropriately when arranging off-job block courses. Apart from the training arranged through Primary ITO, the only other deliverer of the National certificate is Otago Polytechnic. Although there were some apparent tensions and differences in views noted across these different programming approaches, it is clear that the Primary ITO training approach and the qualifications offered are fundamental to the professionalisation of an industry which had reportedly 'worked hard to gain recognition'. The New Zealand Turf Conference and Expo has ITO staff involved in this key event.¹⁵

The other sports turf qualifications on offer (at levels 2-6) also match industry and trainee needs, and industry has been watchful over the ITO's stewardship of these. Changes in technology, such as the increasing availability of artificial turf, are reflected in the training and qualifications. Added value is provided by training advisors arranging placements in alternative workplaces so trainees can gain

¹⁴ New Zealand Sports Turf Institute (NZSTI) – a Category 1 PTE (NZQA, 2015).

¹⁵ The New Zealand Turf Conference and Expo is held every three years and represents the interests of the New Zealand Golf Course Superintendents Association, Bowls New Zealand and the Bowls New Zealand Greenkeeping Association, New Zealand Cricket, New Zealand Recreation Association, Sports Turf Association New Zealand and New Zealand contractors and the trade sector.

opportunities to learn in settings that may have amenities or facilities not available at their own place of employment – large-scale irrigation being one such example. Overall, training practices sounded excellent – with rigour, matched need, and active involvement with off and on-job phases by the ITO. The TRoQ is in progress, and the ITO and Sports Turf IPG are fully involved here. Minimal changes to content are expected, indicating ongoing qualification match with industry need.

Valued outcomes from this area of training include the positive contribution that quality sports and recreation facilities make in building community, wellbeing and fitness and also enabling New Zealand sportspeople to prepare and participate at high levels internationally. This is a contribution that extends from sports fields in small towns to the major stadia.

A unique opportunity by way of an internship with Ohio State University is in operation, and ITO trainees have pathwayed into this.

Recommendations

NZQA recommends that Primary ITO:

- Continue the positive start made in the development and implementation of the Maori strategy including increasing the bicultural competence of staff.
- Continue development and implementation of quantitative and qualitative measures of value of outcomes including soft or transferable skills.
- Continue producing role description brochures for industries other than core agriculture.
- Consider widening IPG membership or other means to engage with key tertiary education organisations working in the same space; for instance, including Otago Polytechnic on the Sports Turf IPG.

Appendix

Regulatory basis for external evaluation and review

In 2009 NZQA introduced the evaluative approach to quality assurance in the tertiary education sector, consisting of self-assessment and external evaluation and review. This is applied in the quality assurance of programme approvals and accreditations under sections 249 and 250 of the Education Act 1989, as well as for training schemes (section 251), consents to assess against standards (section 252) AND PTE registration under Part 18 of that Act.

The NZQA Board also published policies and guidelines for the conduct of external evaluation and review of ITOs on 27 May 2010. NZQA relies on ITOs to build the self-assessment and external evaluation and review model into their infrastructure. ITOs will be evaluated on their infrastructure and use of the model in the following ways:

- Advising Ministerial recognition of an ITO under the Industry Training Act, 1992*
- Accepting arrangements for monitoring and assessing of industry training under section 10 of the Industry Training Act 1992*
- Registering standards on the Directory of Assessment Standards*
- Awarding consents for ITOs (or their assessors) to assess against standards on the Directory of Assessment Standards under section 252 of the Education Act 1989*
- Applying programme approval criteria where ITOs are course owners.*

External evaluation and review is also used by NZQA as a monitoring and evaluation tool, with the outcomes of these processes informing Tertiary Education Commission decisions relating to re-recognition of an ITO. In addition, external evaluation and review reports are one contributing piece of information in determining future funding decisions in relation to an investment plan agreed between an ITO and the Tertiary Education Commission. The understandings and expectations for the implementation of ITO quality assurance are set out in a protocol to the Memorandum of Understanding between NZQA and the Tertiary Education Commission.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the policies and criteria approved by the NZQA Board. The report identifies strengths and areas for improvement in terms of the ITO's performance and capability in self-assessment.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

*Information relevant to the external evaluation and review process is summarised in the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*. Two other documents explain how the process is applied to ITOs: *EER Policy and Guidelines – ITO Supplement* and *Evaluation Indicators for Industry Training Organisations*. These documents are available at:
<http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-for-eer-ito/introduction/>*

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