

Report of External Evaluation and Review

Vertical Horizonz New Zealand Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 13 November 2013

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	7
3. Conduct of external evaluation and review.....	7
Summary of Results	8
Findings	11
Recommendations	20
Appendix	21

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Vertical Horizonz New Zealand (VHNZ) Limited
Type:	Private training establishment
Location:	Unit 1, 282 Chadwick Road, Tauranga
Delivery sites:	Tauranga (as above), and 10-12 Keith Hay Drive, Manukau, Auckland, and at workplace training venues nationwide
First registered:	November 1989
Courses currently delivered:	<p>A diverse schedule of predominantly short courses, grouped under three operational areas: Transport and Crane Operations; Professional Development (including Workplace Assessor and Train the Trainer); Height, Fire and Confined Space Safety</p> <p>In addition to the short courses, VHNZ is also currently involved with the delivery of:</p> <ul style="list-style-type: none">• National Certificate in Adult Education and Training (Level 4)• National Certificate in Business (First Line Management) (Levels 3 and 4)• Certificate in Applied Work Practice (Height and Confined Space) (Level 3)• National Certificate in Occupational Health and Safety (Levels 3 and 4)

Courses and programmes are either full-fee

recovery or delivered on behalf of industry training organisations, or for other tertiary education organisations. Most courses are formally assessed against NZQA unit standards and can lead to national qualifications. The provider currently receives no direct Tertiary Education Commission funding.

Code of Practice signatory:	NA
Number of students:	Domestic (April 2012-2013) 11,363 (564 equivalent full-time students (EFTS)) International: nil VHNZ describes its trainee group as, 'typically, mature male employees with some on-job training and experience in a high hazard industrial workplace'.
Number of staff:	30 full-time equivalents, and a roster of part-time trainers
Consent to assess	VHNZ holds NZQA consent to assess in an extensive and diverse number of Domains ¹ including: <ul style="list-style-type: none">• Agricultural Vehicles and Machinery• Civil Construction Supervision and Works• Outdoor Recreation• Assessment of Learning• Cargo Operations• Civil Plant Operation• Commercial Road Transport Skills• Construction Health and Safety, and Injury Prevention• Core Driving Knowledge and Skills• Delivery of Adult Education and Training• Design and Development of Adult

¹ NZQA - VHNZ Consent to Assess: <http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=819932001>

Education and Training

- Driver Licence Classes and Endorsements
- Extractive Industries Management
- Fire and Rescue Services
- First Line Management
- Infrastructure Civil Works
- Infrastructure Works Equipment
- Utilities
- Occupational Health and Safety Practice
- Port Machinery Operations
- Road Construction
- Rope Rescue
- Specialist Driving Knowledge and Skills
- Surface Extraction
- Temporary Traffic Management
- Vessels' Port Operations
- Workplace Health and Safety Management and Response

Distinctive Characteristics

VHNZ is part of a consortium of companies: Vertical Horizonz Group (VHG); Vertical Horizonz Australia (VHA); and Vertical Horizonz International (VHI). VHA is a registered training organisation with the Australian Skills Quality Authority. While VHNZ and VHA are owned by common and different shareholders, they jointly own VHI for the purpose of providing education and training outside the Oceania region. VHG provides governance to the consortium.

VHNZ has a focus on providing customised, organisationally specific education and training for businesses throughout New Zealand. These are generally full-fee recovery, practically oriented and most often delivered on client sites using client equipment and resources.

In addition, VHNZ offers consultancy and

management support services, and has been involved in the development and delivery of training for a number of secondary schools, large corporations and government departments.

The organisation has recently been through a significant 'rebranding' and organisational reshaping exercise (which included creating new positions, redefining existing roles and responsibilities and setting fresh goals), and also relocated headquarters to larger premises within Tauranga.

Previous Quality Assurance history:

The previous external evaluation and review (EER) by NZQA in November 2009 was Highly Confident in VHNZ's educational performance and Highly Confident in the organisation's capability in self-assessment.

In 2012 VHNZ developed a moderation action plan to address concerns identified by NZQA. Evidence gathered during the current EER visit indicated good follow-through on the action plan, with improved systems and processes being operated to support assessment and moderation internally. These processes have been supported by additional academic quality assurance staffing.

The Skills Organisation, the Electrical Supply Industry Training Organisation and New Zealand Industry Training Organisation have all recently supported VHNZ gaining additional Consent to Assess in relevant areas, indicating their current satisfaction with VHNZ's compliance with their moderation systems. In addition, The Skills Organisation's post-assessment moderation in August 2013 reported that 12 learner samples covering four unit standards were approved as meeting the national standard.

More recently, there has been discussion between the NZQA Risk team and VHNZ around compliance with First Aid training requirements and sub-contracting rules. This has been resolved satisfactorily.

2. Scope of external evaluation and review

The scope of the EER consisted of the mandatory focus area:

- Governance, management and strategy

In addition, the following focus areas were selected based on their significance to the overall volume and principal area of training offered by VHNZ:

- Industrial safety courses (Height, Fire and Confined Space Safety)
- Assessment and moderation.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Two evaluators visited the Tauranga and Manukau sites on subsequent days. Interviews were held with the managing director, general manager, operations manager, academic and compliance team, four trainers and administrative staff. The evaluators also interviewed a group of 10 trainees (comprising steel fixers, roofers, information technology and television installers, and supervisory staff) attending a height safety training course at the Manukau site. The learning and development manager of a significant national customer was interviewed by phone.

A range of documentation was also reviewed during the evaluation, most significantly: the quality management system document; VHNZ self-assessment reports; the Vertical Horizonz Group Year Book 2013; senior advisory team minutes; senior managers meeting minutes (including monthly reports by the general manager, training manager, office and compliance manager and the business unit managers); quality improvement request forms; training request and confirmation of training forms; training guides and trainee resources; completed trainee evaluation forms (raw data); worked assessments; pre- and post-moderation reports; correspondence between VHNZ and a number of key stakeholders.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Vertical Horizonz Industry Training Group Limited**.

The education and training provided by VHNZ is valued by the industry sectors the organisation serves, meets the needs of the trainees and has significant value to the wider community. Strong indicators of value include the high achievement by trainees, significant growth in demand for the training provided by VHNZ – which is tailored to match needs – and evaluations and attestations from learners and employers that the training has made a difference to how they implement health and safety at work.

VHNZ provides regular training to operational staff or trainees from a diverse range and scale of organisations. VHNZ intentionally tailors the training to ‘fit the profile’ of the client organisations, utilising a process involving a structured training request, post-delivery evaluation, and employer follow-up. Recently this has included work providing safety induction seminars to several thousand tradespeople involved in the Canterbury Home Repair Programme. Fletcher EQR, the organisation contracting this training, expressed a high degree of satisfaction with the ‘systematic training approach’ used by VHNZ, and the organisation’s responsiveness to feedback from Fletcher EQR. This was corroborated in training reports and feedback collected by VHNZ from other clients.

VHNZ is proactive at seeking out opportunities to provide training, for example developing health and safety training for energy companies working with wind turbines and engaging young people in training at the Tairāwhiti Service Academy, a provider of military and fitness training attached to Gisborne Girls’ High School. In addition, VHNZ has linked with the industry training organisation, InfraTrain, to offer a Wahine Toa programme which enables Māori women in industry to complete the National Certificate in Business (First Line Management). A review of this initiative found significant positive impacts on the workplace environment and on the personal lives of the participants. These positive impacts have resulted in an extension of the programme to Tama Toa.

Achievement by trainees is excellent. Aggregated evaluative feedback from trainees shows a high degree of satisfaction with the quality and applicability of the training they have received. Across the wide schedule of short courses there is 98 per cent achievement of the unit standards. This achievement is occurring in the context of full-fee recovery courses for organisations (which select the participants), and is equal to that identified at the last EER. Effective internal and external moderation systems are verifying the validity of these outcomes.

VHNZ training is being provided to people who work at height, in confined spaces and in situations that can require breathing apparatus. More broadly, VHNZ is also involved in rural safety and transport and driver training, as well as more generic

areas of occupational health and safety. According to ACC published data², these are all areas of employment that carry significant risks to both employees and employers. These training interventions in occupational health and safety are significant for the Government's stated objective to drastically reduce the rate of work-related injury and death in New Zealand.³ The evaluation team is highly confident that VHNZ is highly effective in the development and delivery of this training, and is also contributing to advances in these areas of training at a national level.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Vertical Horizonz Industry Training Group Limited**.

The first of VHNZ's defined critical success factors is 'powerful partnerships'. The organisation explicitly notes that it, 'develop[s] and build[s] the value in other people's people'. VHNZ has in place a range of systems to test and assess how well it is achieving against this criterion. These systems include direct feedback from clients to training managers that is systematically captured, project activity reports that analyse the success of every training episode, trainee evaluations, monitoring of credit achievement, and proactive engagement with clients and other key stakeholders by the senior management team. This information is brought together at key meetings and informs planning and development. VHNZ is able to evidence and articulate a comprehensive approach to self-assessment based on its espoused mission of delivering 'real training that saves lives'. In practice, this includes the design and delivery of industry-relevant training underpinned by legislative requirements, best practice examples, the needs of customers, gathering and acting on information related to trainer performance and trainee satisfaction, and embedding processes that lead to quality improvement across the organisation. Examples of trainee non-achievement are followed up, and there is a clear level of understanding of the underlying causes.

VHNZ actively seeks to understand changes in technology and work practices that can inform its training approach. For example, VHNZ is actively participating in the NZQA-led Tertiary Review of Qualifications (TRoQ) process, conducts research and development into new areas of training (e.g. wind farm safety, open water shipboarding, professional development for adult educators, etc), and participate in a range of relevant industry fora and ongoing professional development activities. This occurs across all levels of the organisation and is clearly linked to the organisation's approach to using what is learned and making actual improvement.

VHNZ's structure and strategy have been recently redesigned to capture and retain the core strengths of the organisation and to build on the significant growth in

² ACC - Preventing Injury at Work (Industry Specific Safety)

³ *Working Safer – a blueprint for health and safety at work*. (2013) NZ Government

training volumes over recent years. Results of that review have included the development of an outcomes-focused strategy map with measurable 'critical success factors', which are continuously reviewed at management meetings. One result of these reviews against the outcomes was the revitalisation of a focused academic and compliance unit and the allocation of a dedicated training manager position with responsibility for oversight and development of the three core training areas. Another result has been a clearer differentiation between the governance and management functions, with the creation of Vertical Horizonz Group (VHG). VHG provides governance to VHNZ.

VHNZ has developed and implemented a process of quick turnaround review of all course delivery (using project activity reports) which captures trainee feedback and trainer self-review, and links to a complementary system for quality improvement requests. Information gathered by this process is shared appropriately within various levels of the organisation, and has led to both enhancements and more significant changes. At the operational level, this has included rewriting of learning materials and assessments, extending trainers into new areas, discontinuing with particular trainers, and the recruitment of a course design specialist as part of the academic quality team. Concerns, risks and issues are being identified through this process, and a number of these were discussed with the evaluators. Some have been fully resolved while others are being appropriately managed, and in at least one case new policy has been developed as a result. Therefore, the evaluation team is highly confident in VHNZ, an organisation that is proactive in understanding how well it is matching the needs of its key stakeholders, including industry and learners, through comprehensive and robust systems that are widely understood and shared across the organisation.

Findings⁴

1.1 How well do learners achieve?

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**.

Within the focus area of industrial safety courses (Height, Fire and Confined Space Safety), achievement by trainees is excellent, with 98 per cent achieving the unit standards for which they are assessed. This is equal to that identified at the last EER, and also extends across the schedule of predominantly short courses being delivered. Moderation systems verifying the validity of these outcomes are documented and widely understood and are being used to modify and improve assessment processes. Moderation sampling is planned and systematic, and the use of common tools and strategies is leading to a high degree of consistency in approaches to assessment.

Senior management at VHNZ has identified the efforts by trainers to accommodate the learning needs of trainees and prepare them well for assessment as being key components underlying the organisation's performance. Trainees spoken to during the evaluation process said they were given clear guidance on what assessment would cover and when it would take place. This information is provided in the learner guides and further explained at the onset of the training. Aggregated evaluative feedback collected and analysed by VHNZ shows a high degree of satisfaction with the quality and applicability of the training received.

Achievement is closely and effectively monitored. For example, project activity reports capture trainee feedback and trainer self-review. Reports on the achievement of trainees are provided directly to the client companies. Performance and achievement data captured by these reports is monitored closely by both the general manager and the academic and compliance manager. In addition, the organisation's database provides reports that detail participation and completion at unit standard, course and qualification levels. Achievement is reported to management, but a new student management system currently being sourced will allow better tracking of those learners enrolled in national certificate programmes.

Achievement at national certificate level, albeit a very small portion of the overall volume of training, is not being tracked systematically. However, evidence supplied for two cohorts showed strong achievement, with qualification achievement currently sitting at between 66 and 70 per cent. Any increase in delivery in this scale of programme will need to be carefully monitored because of the different

⁴ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

dynamics involved in achieving consistently positive outcomes for longer-duration programmes.

1.2 What is the value of the outcomes for key stakeholders, including learners?

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

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

VHNZ is explicit in its intent to 'develop and build the value in other people's people'. With a clear outcomes framework, which is being consistently monitored, the organisation can demonstrate that the training it provides makes a difference to clients. The learners and stakeholders spoken to by the evaluation team were confident that the training delivered by VHNZ improved awareness of safety on the worksite, and this was corroborated by the organisation's own training evaluations, project activity reports and client feedback. Clients attested to the value of the tailored training, the proactive response to safety issues on site, and the quality of delivery resulting in enhanced knowledge of health and safety practices.

Another indicator of value is that despite the recession, and in a competitive market for full-fee recovery compliance courses, VHNZ has continued to increase its training volume. Organisations of various sizes continue to use VHNZ to train their staff or trainees in areas pertaining to their occupational health and safety objectives, to manage their risk and ensure compliance with applicable legislation. This activity also contributes to achieving the wider, Government-mandated *Working Safer* objectives.

Examples of innovative, niche training that has provided valued outcomes to learners outside of the regular client roster include a customised, high-volume occupational health and safety induction training delivery in response to the Christchurch earthquake rebuild. Feedback from the contractor of that training indicated that it is fit for purpose and delivered to specifications. The training content and approach is current and seen as effective by employers and learners. Other examples of innovation are Wahine Toa (part of a wider mentoring and training project initiated by the industry training organisation, InfraTrain, in conjunction with Te Puni Kōkiri) and Tairāwhiti Service Academy. Learners on these programmes are working towards the National Certificate in Business (First Line Management). According to InfraTrain, VHNZ '[has moulded] a course specifically for this target group ... exceeding delivery expectations'. A follow-up evaluation by VHNZ determined that the programme was of great value to participants, who reported significant personal and professional benefits that had a positive impact on their workplaces.

VHNZ pays close attention to monitoring and evaluating organisational performance as a normal part of business activities, using a range of mechanisms to ensure valued outcomes are being delivered. Engagement with clients is

ongoing and systematically reported and analysed in senior management meetings. In addition, VHNZ is closely engaged with the occupational health and safety sector and is able to demonstrate this engagement and how it flows through into training delivery, tutor recruitment and organisational structure. The organisation is also active in reviewing Ministry of Business, Innovation and Employment health and safety-related reporting to understand the issues arising in workplaces. Notably, a VHNZ staff member has begun a Master's-level research project investigating perceptions around the efficacy of occupational health and safety training within industry. A proposed new client relationship system should help with assessing outcomes and impacts of the training, particularly in relation to national certificate programmes.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

VHNZ is providing a comprehensive portfolio of mainly short-course training which is meeting the needs of the trainees and the diverse industry sectors for which the training is required. The organisation invests in and maintains engagement with TRoQ and other industry reviews touching on its core business. VHNZ evidenced both engagement with a range of national and international occupational health and safety training interests, and use of these networks to understand trends and emerging training needs, improve existing courses and introduce new areas of training.

There was clear evidence that client needs are well understood, and although there is a high degree of uniformity between most of the short course offerings, training is contextualised to meet company requirements wherever possible. The training coordinators and training manager use a structured and documented process to capture the relevant details for each course, prepare the materials and communicate with trainers. Both learners and their employers are invited to provide feedback, and there is a high degree of satisfaction with the training provided. Where there have been concerns or issues arising from this feedback, these are addressed by the training manager.

Trainers endeavour to understand both company and trainees' needs, and this occurs from the initial communication regarding learning demands on the course and potential additional support required. The 'structured training approach' used by VHNZ means that the sequence and pace of delivery is consistent between trainers, and the combination of centrally designed PowerPoint presentations, learner guides and well-prepared trainers leads to a consistency of outcomes. Training materials are developed and published in-house by VHNZ, and various examples sighted were clearly written and usefully illustrated. They are specifically

designed to become 'tool kit' references for consolidation, review and use after the training concludes. Learners spoken to appreciated the 'glove box-sized' resource for its portability to the worksite.

In feedback to the EER team, Fletcher EQR reported that VHNZ was able to respond promptly and effectively to their need for high-volume (>15k participants), short-duration, focused occupational health and safety induction for contractors working on the Christchurch rebuild. Where there was a need identified to make changes to the training delivery and content, VHNZ was reportedly highly responsive. This example illustrates the consistent picture of VHNZ's ability to align its programmes and activities with the needs of client companies and trainees.

Outcomes of the recent organisational review included the refocused and strengthened academic support section, the assignment of a training manager role, and the clarification of training coordinator functions. These and other activities have reportedly supported the trainers in focusing on their core work and pursuing constant improvement. Evidence of this included the evaluation of trainer capability such that some trainers have been provided with opportunities to extend into new areas of training, and additional trainers with particular skill sets have been recruited to work in the occupational health and safety area. In addition, the quality management systems for training materials have been improved.

Trainee evaluation feedback, both aggregated data and specific responses or comments that are outside the norm, are disseminated appropriately and used to inform decisions about course changes and trainer deployment.

As a result of inter-relationships between the Vertical Horizons Group of companies, some mapping of occupational health and safety standards and qualifications between New Zealand and Australia, as well as the National Examination Board in Occupational Safety and Health (NEBOSH)⁵ qualification, has occurred. In the development of wind farm safety training, expertise was sought internationally, and training benchmarked against Danish and German equivalents.

⁵ National Examination Board in Occupational Safety and Health (NEBOSH) is a UK-based independent examining board and awarding body founded in 1979.

1.4 How effective is the teaching?

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

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

VHNZ trainers are offering up-to-date accredited and non-accredited training in a diverse range of industry and off-job settings, within New Zealand and overseas. The training philosophy employed is that trainers 'are empowered to make a difference'. What this means is that the organisation does the background work in preparing the administrative details and allocating quality training materials for trainer use,⁶ but from that point trainers – particularly within workplace training settings – are able to intervene in any unsafe practice identified within client worksites. Where a breach, complaint or accident occurs, the organisation has well-defined protocols, and a number of relevant occasions were described to the evaluation team. Trainers intentionally model safe working practices to trainees, using site-specific examples, tools and resources wherever practicable.

Training approaches include formative questioning, knowledge sharing, PowerPoint presentations and trainee handbooks. The theory is balanced by the practical application of the skills being taught. Learners are effectively engaged in their learning, and satisfaction with their training, as captured by the evaluation process, is very high. Trainer development has a focus on training towards 'a safety consciousness' rather than teaching towards assessment. Wherever possible, active learning involving use of the tools, materials and safe personal protective equipment is utilised to reflect workplace practice. Assessment strategies emphasise gathering as much evidence as possible within the timeframes available, and incorporate oral assessment where required. In many cases, assessment materials developed by the relevant industry training organisations are in use. Trainees were clear about assessment processes, and are being given clear guidance through the material provided. Internal moderation of assessment is planned, ongoing, transparent and authentic. The process for modifying assessment materials and version control is appropriate to the scale of the organisation and has been further enhanced by the allocation of a designated staff member within the academic and compliance unit as a central coordination point for this activity. The organisation actively engages with standard-setting bodies and has responded to critical feedback from external moderation by the industry training organisation, Competenz, and by NZQA, with improved systems and processes being introduced to support assessment and moderation internally. These processes have been supported with additional academic quality assurance staffing. External moderation reports for 2013 show a great improvement.

⁶ Each course delivery has a unique identifier code used to track progress from inception to closure. A project management approach is taken to each delivery, and involves all sections within the organisation as appropriate.

Development of all staff is ongoing and supported by the organisation's goal of developing talent.

VHNZ maintains a strong focus on monitoring and developing trainer capability, and uses a range of sound processes to induct and develop trainers. There is an expectation that, beyond mandatory requirements, trainers will pursue qualifications in adult education at level 4 or higher, in addition to ensuring currency in their field of expertise. In-house development includes opportunities to deliver training in Australia and the Middle East, attendance at trainers' conferences and informal networking between staff working across the various regions.

The organisation has comprehensive systems for ensuring training is effective, including peer review, quality improvement requests and trainee feedback. For example, formal feedback from trainees is gathered at the conclusion of each training event. General manager monthly reporting to the managing director and chief financial officer includes metrics on trainee evaluation feedback and trainer assessment, and brief commentary on changes made or needed. Significant change and development activities are recorded and tracked month by month using this mechanism. There is potential for tightening both the assessment version control process between sites and the collection of trainee evaluation forms, but this is being considered by the academic and compliance unit and is not a significant gap.

1.5 How well are learners guided and supported?

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**.

VHNZ works directly with companies to provide training that meets their safety and compliance or other related training needs. Initial site visit and programme planning include pre-training information sought on prerequisite knowledge or qualifications, the literacy needs of trainees, and informing the client organisation about the demands of training. In most cases, learner selection is determined according to the client organisation's needs and priorities. Therefore, the early assessment of learner needs on the day of training is essential, and the evaluation team saw good examples of this being done effectively.

Appropriate strategies are put in place to offer support to trainees struggling with the literacy demands of the training, and trainees were aware of these support strategies. During the initial induction, the trainees are made aware of the support available for those with additional learning or language needs. The effectiveness of these strategies is demonstrated by both the high levels of satisfaction reported by trainees in the aggregated evaluation reports, and their high levels of unit standard achievement. The guidance and support being provided is valued and is effectively contributing to sustained educational achievement.

There are specific cases in the longer-duration training towards the attainment of national certificates, where more ongoing and comprehensive learner support is required, for example the marae-based first line management Wahine Toa programme delivered for Te Puni Kokiri. Follow-up evaluation, including visits to the learners in their workplaces, indicates a high degree of satisfaction with the support offered. The new client management system will enable these learners to be tracked more closely and to ensure that appropriate support is in place for the duration of the programme.

As with the other aspects of the training, VHNZ has a good understanding of how well it is supporting and guiding learners through mechanisms noted earlier in this report, including the project activity reports, trainee evaluations, monitoring of appeals and complaints, and systematic peer observation of trainees.

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

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**.

VHNZ has a clear vision and strategy, outlined in a strategy map that articulates the organisation's critical success factors and guides its goals and self-review. It is clear that the vision and goals are shared by staff. Key aspects of the strategy include ensuring the organisation maintains powerful partnerships and acts as a leader in developing and applying knowledge. Staff commitment to the vision was apparent and likely the result of the wide consultation that occurred during its development. Planning documents and meeting minutes demonstrated the focus on the implementation of these goals. Examples include providing resources for the improvement of quality academic processes. These resources resulted in improved training materials and external moderation results. A commitment to developing the people within the organisation was evident – nearly all staff members spoken to by the evaluation team were currently engaged in formal education.

Staff at VHNZ feel valued. As well as the commitment to training, the organisation has created a clearer career path for all staff. Staff interviewed commented on this, and trainers in particular remarked that the potential to work in different areas and internationally was a positive outcome. Another indicator that staff are valued is the inclusion of staff shareholding, enabling them to benefit from a company dividend.

The organisation actively recruits staff with the skills VHNZ requires to extend operations into new areas, including new domains of health and safety training, Gateway programmes, public-sphere partnerships and training for emerging industries such as wind power. In the latter case, this has included investment in training VHNZ staff in Germany, followed by a presentation to the NZ Wind Energy

Conference (2012). There was good evidence of effective performance management, with self-assessment and performance data, and managers all having input into this process. Australian and international aspects of the operation are clearly distinct, but there are potential positive spin-offs that may enhance educational performance (for example trainers gaining additional international experience and being exposed to other international safety and training systems).

The lack of administrative support on the Auckland site has been identified as a point of ongoing discussion within the organisation, but there is no evidence that this is affecting educational performance at present.

Management decision-making and policy-setting at VHNZ is informed by a wide array of pertinent information gathered from across the organisation. For example, monthly reporting within the organisation incorporates 'dashboard' reporting on key metrics, including client feedback, financial position, completion rates by course and qualification, and trainee evaluation results. All core business activities, including educational performance, are actively monitored using reliable information aggregated from the various self-assessment and quality improvement instruments and mechanisms noted within this report. The evaluation team is confident that through these systems VHNZ governance and management have a clear understanding of the organisation's performance and have robust systems in place to ensure that VHNZ continues to meet the needs of trainees and other key stakeholders, as articulated through the strategy map.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Industrial safety courses (Height, Fire and Confined Space Safety)

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

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

2.3 Focus area: Assessment and moderation

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

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

Recommendations

There are no recommendations arising from the external evaluation and review.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

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

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

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