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Report of External Evaluation and Review

ICENZ Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 13 November 2017

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Final Report

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:	ICENZ Limited
Type:	Private training establishment (PTE)
First registered:	15 August 1999
Location:	45 Hawkestone Road, Marton
Delivery sites:	Workplace delivery across New Zealand
Courses currently delivered:	Monitoring Pool Water Quality (Public Pools) (Level 3)
Code of Practice signatory:	Not a signatory
Number of students:	2016 domestic: 54 participants (22 per cent Māori, 7 per cent Pasifika)
Number of staff:	Two full-time equivalents; three part-time staff (the latter as part of a memorandum of understanding (MOU) with Rangitikei Enterprises)
Scope of active accreditation:	The PTE has consent to assess a range of subfields, domains and standards. Accreditation details can be found at the following link: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=826461001
Distinctive characteristics:	ICENZ is a private education training and consultancy. It offers two training programmes: the delivery of water quality unit standards under the auspices of Watermark, owned by ICENZ; and driver licence training, under the trading name of Red Team, owned by Rangitikei Enterprises, a

Marton-based transport company.

The water treatment training includes the provision of unit standards in the workplace on request. The driver training is under an MOU with Rangitikei Enterprises where ICENZ provides the quality management system support and accreditation for the required unit standards.

Recent significant changes: Since the previous external evaluation and review (EER), ICENZ ceased delivery of its Surf & Learn programmes, including the provision of literacy and numeracy programmes.

Previous quality assurance history: The previous EER in 2013 resulted in an outcome of Highly Confident in educational performance and Confident in capability in self-assessment. In addition to the mandatory focus area of governance, management and strategy (Good/Good), the EER also focused on Surf & Learn (Excellent/Excellent).

The previous EER report recommended that ICENZ implement a method for measuring or recording qualitative achievement and gains, including increases in self-esteem, self-motivation and confidence; and seek ways to obtain longer-term feedback from past students and external stakeholders about the more lasting value of the programmes offered by the PTE, to explore the ways in which learners' and external stakeholders' needs have been matched.

In response, ICENZ has implemented a system for collecting and reporting participation and achievement data which has improved performance.

ICENZ has had a number of applications approved by NZQA, which include programme approval and accreditation, and programme and course changes.

2. Scope of external evaluation and review

The following was selected as the focus area for inclusion in the EER:

- Customised training in monitoring pool water quality

The rationale for this focus area is that ICENZ delivers unit standards to organisations requesting the training to upskill their staff. The focus area enabled the evaluators to capture information relating to:

- The training scheme (Monitoring Pool Water Quality (Public Pools) (Level 3) which includes one unit standard: 20046 *Monitor pool water quality and store pool water treatment chemicals*.
- Delivery under the MOU with Rangitikei Enterprises (as deliverer of transport industry unit standards)
- 'Other' packages of unit standards delivered as per the need/request of businesses.

3. Conduct of external evaluation and review

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

A scoping meeting with the PTE was held by phone in March 2017, where required documentation and potential focus areas were discussed. The EER was conducted over one day in Marton, including a visit to Rangitikei Enterprises. The evaluation team consisted of two evaluators.

Prior to the on-site visit, the evaluation team reviewed various documentation, including programme information, a self-assessment letter, and programme data. The team also reviewed further documentation on site and spoke with the following groups:

- Director/tutor for Watermark, and the director/manager for the MOU with Rangitikei Enterprises
- Rangitikei Enterprise staff – assessors/trainers (two), admin/office manager
- External stakeholders consisting of referral agents (two), employers (two), and a graduate.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER in the light of the known evidence, and the likelihood that this level of quality will continue.

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

- *Identify organisational fraud¹*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

¹ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **ICENZ Limited**, and **Confident** in the capability in self-assessment of **ICENZ Limited**.

The reasons for the statements of confidence are as follows:

- Although achievement is not strong at an average of 66 per cent since 2014, this is explained by the transient nature of the learners and therefore the temporary nature of the learning. In the case of Watermark, this involves non-completion of the final capstone event, and no unit standard achievement. The PTE has developed strategies to improve the communication and understanding of assessment and completion requirements.
- The Watermark tutor, who is also the co-owner of ICENZ, has extensive experience and knowledge, and contributes nationally and internationally to the development of water industry standards and knowledge in the sector. ensure
- ICENZ is focused on quality provision of activities and people to support the social development of the community by creating a more qualified and skilled workforce in the region. Watermark is a leading, preferred and reputable trainer among a small group of providers nationwide of the unit standards. A more systematic collection and analysis of student and stakeholder feedback would help to better understand the wider impact of the training on the target groups.
- Teaching and learning, and assessor practice and knowledge are current. The Watermark trainer has strong industry knowledge and keeps up to date with compliance matters such as legislation changes. Similarly, the quality assurance processes for Red Team, based on those of Land Transport New Zealand and the Motor Industry Training Organisation, ensure up-to-date assessment practices.
- ICENZ provides effective support to community stakeholders to support their aspiration of enabling more people to enter the workforce, and increasing employment opportunities. Similarly, Watermark is agile in the delivery of unit standards to meet the needs of employers and learners, such as an open-entry policy.
- ICENZ has strategic relationships with and engages in activities to meet community and industry needs around training and providing effective support to ensure useful and compliant systems for both Watermark and Red Team.
- Watermark contributes positively to the growth of knowledge about the waste and water treatment industry by engaging in national and international forums to improve standards and compliance.

Findings²

1.1 How well do students 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 **Excellent**.

Some of the Watermark learners gain unit standards which enhance individual achievement and can lead to improved employment opportunities. However, achievement is not strong, as shown in the table below. Since 2014, 66 per cent (n=87) of learners have completed the unit standards. Of these learners, 18 per cent were Māori and 6 per cent Pasifika. Non-completions are predominantly a result of learners not submitting the evidence-based, on-job component of the assessment. ICENZ has developed strategies to improve the communication and understanding of assessment and completion requirements. However, the results are affected by the transient nature of employees.

Table 2. Completion of unit standards delivered by Watermark, 2014-2016

	2014	2015	2016	Overall
All students	68% (36/53)	75% (18/24)	61% (33/54)	66% (87/131)
Māori	16 ³ /131			12%
Pasifika	5 ⁴ /131			4%

There is high employment turnover in the pool industry. Between 2014 and 2016, the 25-34 age group made up 45 per cent of unit standard non-completions. This is attributed mainly to the transient and part-time nature of the work, which is a typical characteristic of people moving between jobs or careers. ICENZ is managing this through ongoing communication and marketing with employers and referral agents about the expectations to complete the unit standards.

The pool industry requires all commercially used pools to be monitored and/or maintained by trained personnel who have completed a minimum of unit standard 20046. Since 2014, 64 per cent (99/158) of unit standards delivered have been successfully achieved, 44 per cent (70/158) of which were unit standard 20046.

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 Of 28 Māori enrolled between 2014 and 2016, 57 per cent completed the unit standards.

⁴ Of six Pasifika enrolled between 2014 and 2016, 83 per cent completed the unit standards.

Table 1. Participation in training by Watermark learners, 2014-2016

	2014	2015	2016	Overall
All students	53	24	54	131
Māori participation ⁵	15% (n=8)	33% (n=8)	22% (n=12)	21% (28/131)
Pasifika participation	0	8% (n=2)	7% (n=4)	5% (6/131)

While Watermark does not have a planned strategy for priority groups, between 2014 and 2016 Māori comprised 21 per cent of learners, and Pasifika 5 per cent. Just over half of these enrolments resulted in the achievement of unit standards.

Participants in the driver licensing programme as part of the MOU with Rangitikei Enterprises gain unit standards toward a heavy vehicle (classes 2-5) licence. All participants in the programme have successfully gained their heavy vehicle licence. Anecdotal evidence indicates that, as a result of gaining the heavy vehicle licence, participants have gained employment with meat or logging companies, or have built their own transport businesses.

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

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**.

Watermark students develop useful skills and knowledge to monitor and manage commercial public pools, treat waste water, and measure water quality. Employers and graduates said the skills attained by the students through Watermark are relevant and needed by the industry.

Watermark is one of few trainers in New Zealand delivering these unit standards. It is a preferred provider for the employers and stakeholders whom the evaluators spoke to because of the trainer's extensive knowledge and experience. Most learners are also working in the industry. They use the training to upskill in the field, to ensure that commercial and community pools comply with the New Zealand Pool Water Quality Standard by having at least one trained staff to monitor pool water quality. Watermark also delivers the two unit standards required for staff to be acknowledged as competent in small water treatment systems by the New Zealand Milking and Pumping Trade Association. As a result, the water industry gains a skilled workforce, ensuring cleaner pools and best practice for water management. As indicated by stakeholders, successful completion of the training scheme enables graduates to take on additional responsibilities.

⁵ Self-selected as Māori or European and Māori

ICENZ provides added value to learners through support for driver training. The driver licence trainees often arrive with low literacy and numeracy and limited employment experience. Gaining the licence adds a sense of achievement with an immediate reward of opportunities for employment.

ICENZ is focused on quality in the provision of activities and people to support the social development of the community by creating a more qualified and skilled workforce in the region. This is demonstrated in the support given to Rangitikei Enterprises and how this is managed, which has been beneficial by building on the strengths of the company. For example, the quality systems and quality assurance processes used in driver training have helped the company improve and develop their business practice.

The evaluators heard examples of graduates effectively managing high-risk driving situations as a result of the driver licence programme, resulting in safer drivers and safer roads. The driver training also includes vehicle maintenance. Red Team learners gain practical experience of vehicle maintenance by working on their own often unwarranted and unregistered cars. These transferable skills improve the number of road-worthy and safe vehicles on local roads.

While there is anecdotal awareness of the value of the Watermark training, ICENZ could benefit from a more systematic collection and analysis of student and stakeholder feedback to better understand the wider impact of the training on these groups.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant 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**.

The Watermark and Red Team tutors have extensive experience and knowledge and are reputable in their respective fields. They provide advice to the likes of local government councils and the National Road Carriers Board. The tutors have positive relationships with the learners and stakeholders, and student feedback about the teaching and learning is positive.

Employers rate the Watermark tutor highly for the training and real-world knowledge imparted to their staff. Most student feedback indicates that the tutor is a good presenter and students enjoy the learning.

Learning is structured and planned as per the needs of the learner and employer. Teaching and learning methods effectively mix theory with practical application measured against industry expectations. Tutors and learners share real-life

experiences to which students respond positively, as indicated by student evaluations.

Learning support is provided, and communication with employers and referral agents is effective in ensuring the suitability of the learners recommended for training. ICENZ also has literacy and numeracy support mechanisms and capability. Where students have challenges such as dyslexia, the learning has been managed through engaging with other community services. ICENZ also responds to the wellbeing needs of learners, and connects and reinforces health and safety in Red Team training.

Assessment is effectively monitored, as supported by positive internal and external pre- and post-moderation results. Engagement with various ITOs such as the Motor Industry Training Organisation and Skills Active provides feedback that leads to improvements to the programme and teaching, such as clear presentation of information to students.

Resources to support teaching and learning are effective. Watermark provides useful and detailed workbooks and resources, including opportunities for practical application of learning. For the driver licence training, learners receive a comprehensive fact sheet outlining key information to enable participants to understand expectations of the course. Rangitikei Enterprises owns a trucking company and is well resourced with compliant vehicles and equipment to facilitate learning.

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

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**.

ICENZ, through Watermark and the MOU with Rangitikei Enterprise, engages with Māori communities such as Ngāti Apa Rūnanga and Ratana Pā, in and around Bulls, Whanganui, Ratana and Marton. Relationships are developed for recruitment purposes and to support the development of literacy and numeracy skills, thereby addressing the low employment and low education rates in Marton and Rangitikei.

Watermark fosters an inclusive learning environment through an open-entry policy. Learning needs such as literacy and numeracy are identified through communication with employers and through the enrolment process. These needs are appropriately managed by the two ICENZ staff. Stakeholders are clearly identified and engagement is appropriate and ongoing. Relationships are effective, as noted by the repeat requests from employers to provide training for new staff.

Similarly, Red Team, ICENZ and Rangitikei Enterprises maintain regular contact to report outcomes and keep employers updated on training against the expectations outlined in the MOU.

Within Watermark, the training is agile to accommodate the transient learner profile typical of the water industry. ICENZ is acutely aware of the challenges of encouraging transient learners to complete the training. As a result, Watermark has reinforced communication with employers, agents and learners about completion requirements.

1.5 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**.

ICENZ is a small but well-managed organisation with a clear purpose and direction. The PTE is future-focused and works within its means. The leadership inspires a high-trust model. For example, the Red Team tutors have disclosed personal information in the interests of transparency and honesty.

In collaboration with strategic partners, stakeholders indicated that ICENZ provides effective support to key groups in the community such as Rangitikei Enterprises. This contributes to community aspirations to improve access to employment and social opportunities for people in the community, such as driver licensing and heavy vehicle licensing. Expectations and responsibilities are discussed with stakeholders, such as the local council and Rangitikei Enterprises, ensuring that planning and activities undertaken align to stakeholder expectations.

Watermark is in a constant state of responding to changes such as with funding models and unit standards, while also meeting regulatory needs such as for water treatment. The organisation keeps up to date with changes in the industry and the education environment, and training is appropriately adapted to reflect any changes made.

Planning and implementation of systems is effective to ensure quality delivery and positive outcomes for the local and regional community and across New Zealand, in innovative ways such as through strategic partnerships. As part of building best practice, Watermark has implemented training in risk management planning to lift expectations and standards for managing pools and water quality, supported by relevant and recent research and new standards. Driven by water contamination events in New Zealand, the risk management plan raises local and regional industry standards (such as water contamination prevention), and mandates ongoing water testing.

The Watermark trainer is well qualified and experienced, and is respected in the water industry. He regularly participates in national and international forums, sharing knowledge and using it to inform teaching and learning. ICENZ provides appropriate resources and training for the Red Team tutors, such as assessor training and regular attendance at moderation clusters. Similarly, there is broad capability and experience in the team of two around literacy and numeracy.

1.6 How effectively are important compliance accountabilities managed?

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**.

ICENZ monitors and manages NZQA compliance matters. ICENZ is committed to maintaining relevant and current industry knowledge, including about compliance matters such as legislative changes in the water industry.

Water industry regulation is a growing area, and Watermark aligns its training to the compliance requirements of commercial, school and community pools, and water treatment plants. Watermark works with regulatory bodies such as the New Zealand Standards Committee to ensure best practice for water standards, the New Zealand Milk Pumping and Trade Association and the Ministry of Health, to ensure the training aligns with relevant legislation and compliance.

The external quality assurance processes for driver licence training – such as monitoring by Land Transport New Zealand and the Motor Industry Training Organisation – ensure assessor knowledge is updated. Therefore, the teaching and learning and assessor practice and knowledge are current.

Expectations under the MOU are monitored and managed effectively between ICENZ and Rangitikei Enterprises to ensure the training is compliant with transport industry regulations. This is confirmed by the New Zealand Transport Agency Operator Rating System awarding a five-star rating for Rangitikei Enterprises, indicating compliance with safety-based legislation.⁶

⁶ See link for further information: <https://www.nzta.govt.nz/commercial-driving/operator-rating-system-ors/>

Focus Areas

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

2.1 Focus area: Customised training in monitoring pool water quality

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

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

Recommendations

NZQA recommends that ICENZ:

- Consider reviewing the evaluation forms and think about information that will be helpful to continue developing the programme and delivery.
- Develop a mechanism to collect stakeholder feedback to understand the value of the programmes.

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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