

Report of External Evaluation and Review

W.A. Consulting Training Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 23 November 2011

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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

Location:	Head Office is located Wylie Street, Rotorua
Type:	Private training establishment
First registered:	August 1999
Number of students:	Domestic: 408 liquor licence learners, 52 food safety learners (one-day courses).
Number of staff:	Four (two full-time, two part-time)
Scope of active accreditation:	<ul style="list-style-type: none">• Unit standard 4646: Demonstrate knowledge of Sale of Liquor Act 1989 (the Act) and its implications for licensed premises (level 4)• Unit standard 16705: Demonstrate knowledge of host responsibility requirement as a duty manager of licensed premises (level 4)• Unit standard 167: Practise food safety methods in a food business (level 2)• Unit standard 168: Demonstrate knowledge of food contamination hazards and control methods in a food business (level 3)• Unit standard 20666: Demonstrate a knowledge of contamination hazards and control methods used in a food business (level 2)
Sites:	W.A Consulting Training Ltd delivers training in Blenheim, Nelson, Wellington, Lower Hutt, Napier,

Palmerston North, Rotorua, and Auckland.

Distinctive characteristics:	W.A. Consulting Training Ltd is governed by its owner and sole director. The director delivers all training and is qualified and experienced in the area of liquor licensing and food safety. The liquor licensing training is assessed against unit standards 4646 and 16705 which lead to the Licence Controller Qualification awarded by the Hospitality Standards Institute (HSI), and the food safety training is assessed against unit standards 167, 168, and 20666 and is a requirement of council bylaws for staff employed in food stores.
Previous quality assurance history:	At the previous NZQA quality assurance visit, an audit (2007), W.A. Consulting Training Ltd met all but one requirement of the then standard, relating to the provision of financial attestations within the prescribed timeframe. Since the audit, attestations have been received in a timely manner.

2. Scope of external evaluation and review

This external evaluation and review included the mandatory focus area of governance, management, and strategy as well the programme focus area, liquor licensing and food safety training, which comprises all training offered by W.A. Consulting Training Ltd.

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/>

This evaluation team included an NZQA lead evaluator and an external evaluator and took place at W.A. Consulting's head office in Rotorua over one day. The team interviewed the director-tutor, support staff, and the administrator and reviewed a range of the organisation's documents and electronic records. Stakeholders were interviewed by phone.

W.A. Consulting Training Limited has had an opportunity to comment on the accuracy of this report, and any submissions received have been fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **W.A. Consulting Training Limited Trading as W.A. Consulting Training Limited**.

W.A. Consulting (WAC) has consistently achieved good educational outcomes, with achievement rates at 95-98 per cent. This is a good result as it benchmarks comparably with trainers delivering similar training. External moderation reports by HSI, the national standard setting-body for these courses, affirm that assessment is fair and consistent and at the national standard.

Employers value the training provided by WAC. Ninety-five per cent of training is negotiated with employers. Repeat business, including from major stores and franchises, affirms that WAC is meeting the needs of learners and their employers who contract the training. This is a good result as there are a number of competitors offering similar training. The training leads to achievement of the Licence Controller Qualification, a compliance qualification required for bar management staff. As with the liquor license qualification, successful achievement of the food safety training also enables store owners to meet local body regulatory requirements.

Through their course evaluations, learners acknowledge that they acquire additional skills and knowledge, and the evaluations are generally positive. The liquor licensing qualification is required for bar manager positions, and bar staff appreciate the promotion pathway and positive longer-term outcomes possible from acquiring this qualification.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **W.A. Consulting Training Limited Trading as W.A Consulting Training Limited**.

WAC staff seek and respond to feedback from learners at the end of each course and from employers post-training. The evaluation team saw evidence of responses to feedback through the revised and improved teaching materials and the examples provided from improved teaching practice. These improvements included better alignment of teaching information to study guide questions and the introduction of role-plays to enact scenarios such as managing drunk patrons. The improvements increased learner engagement and contributed to the good achievement rates.

WAC identified that learners generally achieve 80 per cent pass rates at first attempt. Re-sit assessments bring the final achievement rate to 90 per cent.

WAC has improved its learner management database. It analyses the success of the learners by ethnicity, age group, gender, and re-sit attempts to inform its planning, delivery, and teaching practice. The evaluation team found that WAC

could further use its data to analyse which assessment questions cause problems for the learners, which unit standard outcomes affect achievement rates, and whether particular groups of employees fare better than others. This would further inform teaching practice and the way teaching content is presented and could contribute to sustained or increased achievement.

WAC's self-assessment of the value of its training is informal. A staff member phones all employers post-training to report employee achievement and seek input about the training. Feedback is discussed at subsequent staff meetings. The organisation is small and keeps up with employer feedback. However, collating employer post-course feedback could assist WAC to reflect on and identify trends and patterns to further inform training and affirm training value. WAC is not following up on graduates post-training to confirm anecdotal reports of success in job promotion which would further attest to the value of the training.

Findings¹

1.1 How well do learners achieve?

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

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

W.A. Consulting (WAC) has consistently achieved good educational outcomes, with achievement rates of 95-98 per cent benchmarking comparably with similar courses in the sector. WAC identified that learners generally achieve 80 per cent pass rates at the first assessment and the opportunity is provided to re-sit assessments, improving the final achievement rate to 90 per cent. Learners are reluctant to return for further attempts post-training. Therefore, enabling assessment re-sits meets learner needs and contributes to successful achievement.

Repeat business from employers (including major stores and franchises) affirms that WAC is meeting the needs of learners and the employers who contract the training. Feedback from learners through course evaluations is generally positive and they comment appreciatively about the new knowledge and skills acquired. WAC staff seek feedback from employers immediately post-course. It would be useful for WAC staff to seek the input of employers again at a later date to determine how well learners' newly acquired skills and knowledge are applied in the workplace.

The courses are required to meet local body compliance requirements for food safety and liquor licensing. Ninety-five per cent of the learners are in employment and the training is a requirement for continued employment. The training prepares the learners to undertake additional local body council tests post-WAC training. Following up on graduates who successfully pass the council tests would further affirm the value of WAC's training.

WAC is engaged in self-assessment. It analyses the success of its learners by ethnicity, age group, gender, and numbers of assessment and re-sit attempts. The evaluation team found that WAC could use further analysis to inform training, including which assessment questions cause problems for the learners, which unit standards are successfully achieved, and whether particular groups of employees have higher achievement rates than others.

WAC staff seek and respond to feedback from employers following each training cohort. The evaluation team saw evidence of responses to feedback through the revision and improvement of teaching materials and improved teaching practices, including the introduction of role-plays to deal with management scenarios.

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

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

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

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

The achievement of the liquor licensing qualification is valued as learners gain skills and knowledge, including knowledge of liquor licensing regulations. Staff must achieve this qualification in order to work in stores and bars selling liquor. Following achievement of the qualification, learners are required to apply to local body councils for the general manager's certificate which may involve further tests. Learners appreciate that the qualification can lead to promotional opportunities for bar manager positions. They also appreciate the opportunity at training to role-play and manage scenarios that may occur in their bar work.

Employers value the training as the qualification is a regulatory requirement for staff selling liquor. Similarly, the achievement of the food safety unit standards is a regulatory requirement for those employees in food stores.

Stakeholders commented positively on the WAC "monthly handy hints" emails to employers and learners, including law or regulation changes such as the recent change of law to zero tolerance for under 20-year-old drinking and driving.

The training is of value to the community as stores and bars adhere to the law and, anecdotally, this affects the health and welfare of their patrons.

Learner evaluations are collated and analysed for discussion and action at fortnightly staff meetings. Learner feedback led to a change from role-plays in front of the whole class to the less stressful role-plays in front of smaller groups in the class to identify and manage scenarios such the under-age drinker and dealing with intoxicated customers.

The tutor establishes networks with the sector at conferences and seeks feedback about improvements that could be made to training. He found the learner feedback to be generic to all providers of this training. Specific feedback might be better achieved by improving the current process of a staff member phoning all employers post-course seeking feedback. Currently, the feedback information is dealt with per employer response and actioned. It is not collated for trends or future reference. Nor are employers approached for further comment about graduates' abilities to demonstrate newly acquired skills and knowledge in the workplace. WAC is investigating how it might better collate and use this information.

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 **Good**.

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

The majority of training is negotiated with employers keen to ensure their business and staff are compliant with liquor licensing or food safety regulations by employing staff with the requisite training. This provides additional motivation for course success as the employer is paying and job promotion can be an outcome. Pre-course notes and question sheets are sent to learners, identifying the content that will be covered in the course.

Feedback from stakeholders commented that the training is relevant to practice as WAC uses employment-specific information to match individual cohort group needs, for example for supermarket food and liquor supply.

WAC previously used Hospitality Standards Institute (HSI) teaching materials but found they were too generic and contributed to knowledge gaps that were identified at the end of the course. To address this issue, WAC has written its own materials and had these pre-moderated by HSI.

WAC is a small business with very good communication systems. Staff meet weekly to reflect on the week's training. Any actions identified from the meeting are acted on. It has implemented an improved learner and employer database to track achievement.

The evaluation team found that WAC could improve its feedback from employers to evaluate employer feedback beyond individual employer responses.

1.4 How effective is the teaching?

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 WAC tutor is well qualified in his subject area and has relevant tertiary teaching qualifications and industry experience. He uses his industry experience to provide actual examples of how to apply the training practice. This appeals to the learners as the learning is related to their specific employment.

The tutor is observed and reviewed informally by another staff member and formally by an independent reviewer annually. The tutor has adjusted the courses based on these review findings, including improving delivery style and course material and varying course structure and learning techniques.

HSI, the national standard-setting body for training offered by WAC, externally moderates assessments to ensure they are fair, valid, and consistent and meet the national standard. HSI reports confirm that this is the case.

The facilities hired for the courses provide a good learning environment and learner evaluations endorse this.

Improving self-assessment through further achievement data analysis and improved stakeholder feedback, as previously reported, could also inform and contribute to teaching effectiveness.

1.5 How well are learners guided and supported?

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

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

WAC provides comprehensive and timely study information and advice to learners prior to the course start date. The organisation emphasises the need for pre-course study and offers pre-course learning support by telephone or email. This information helps prepare the learner to complete the course successfully.

Following the training, learners are required by local body councils to take additional council tests. WAC provides post-course opportunities for mock tests and interviews and additional study sheets to keep knowledge current prior to the council tests. However, graduates do not take up these opportunities. Follow-up by WAC on graduate success at council test stage would affirm the preparedness of graduates and may provide reasons for the lack of uptake of these support services.

Lunch is provided as courses are sometimes in areas where food is not easily accessed, and it helps with the logistics of keeping the class together, engaged, and on time since the courses are one-day duration only.

The evaluation tools used by WAC include seeking feedback informally during the course and collating evaluation forms at the conclusion of the training. Analysis of the evaluations shows a generally positive response. Any areas identified for action are addressed at regular staff meetings.

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

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

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

WAC is a small organisation with a clear purpose and direction. The tutor has strong networks through his past employment in the industry. Regular attendance at industry-related conferences keeps these networks active and the tutor's knowledge current.

Formal and Informal feedback is used to gauge the effectiveness of the training and to keep the content up to date and to make changes as required. Feedback reports that the training is relevant and credible.

WAC's self-assessment is ongoing and responsive to stakeholder needs. Its size enables it to react quickly to feedback. However, there are areas that WAC could consider to better use the information and data it collects to make its self-assessment more comprehensive and robust. WAC discussed with the evaluation team future business and training opportunities, and more comprehensive self-assessment would be required to support this proposed growth.

Focus Areas

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

2.1 Focus area: Governance, management, and strategy

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

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

2.2 Focus area: Food safety and liquor training

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

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.

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).

*Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eeer/introduction/>*

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz