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External Evaluation and Review Report

Training In Action Limited

Date of report: 10 August 2021

About Training In Action Limited

Training in Action is a small, family-owned private training establishment, delivering short courses in the workplace or to volunteers in community settings. The directors and trainers are specialists and current practitioners in their areas of teaching.

Type of organisation:	Private training establishment (PTE)
Location:	Ormsby Road, RD6, Pirongia
Code of Practice signatory:	No
Number of students:	Domestic: 566 in 2020 (half the 2019 number) 25 per cent of trainees in 2020 identified as Māori and 3 per cent identified as Pasifika
Number of staff:	One full-time, nine part-time (administrator and trainers)
TEO profile:	Training in Action Ltd (NZQA website)
Last EER outcome:	July 2019: Confident in educational performance; Not Yet Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• First Aid-related courses• Rescue-related courses
MoE number:	8282
NZQA reference:	C45335
Dates of EER:	18 and 19 May 2021 ¹

¹ EER conducted virtually.

Summary of Results

Quality management and self-assessment at Training in Action have improved significantly since the previous EER. Coherent and context-relevant systems and processes underpin course delivery and assessment by trainers who are experts in their field of delivery.

Highly Confident in educational performance

The owners are the primary trainers and have knowledge and experience to a high standard. The primary trainer for rescue-related courses is a Fire Emergency New Zealand (FENZ) course designer and professional trainer. The primary trainer for first aid-related courses is an emergency medical technician with St John New Zealand (St John).

Trainees gain skills, knowledge and competency to the standard required by employers, industry, volunteer rescue groups and the standard-setting body.

Confident in capability in self-assessment

Evidence of a range of highly valued outcomes for employers, the local community, volunteer groups and services provided to Niue² are comprehensive and convincing.

Self-assessment processes and quality activities have improved significantly since the last EER, and underpin programme design and delivery that consistently meets stakeholder needs.

Trainees experience courses that are authentic and reflect the potential emergency responses of their working or community environment. Trainees are active participants in their learning and are effectively supported by the trainers. More extensive analysis of feedback would be beneficial.

Training in Action is a high-performing organisation. The PTE has high capability, a solid core of long-serving trainers, and has recently put good systems in place. Quality management processes supporting trainee assessment have improved and are embedded. Compliance accountabilities are effectively managed. The PTE will benefit over time from identification of

² Refer to 1.2 for more detailed information.

trends and patterns through analysis of collated feedback from trainees, clients and lead trainers.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Training in Action (TIA) delivers a range of training in areas pertaining to first aid, fire safety and rescue. Courses are unit standard-based and non-unit standard (knowledge) based.</p> <p>TIA has effective systems for data collection, detailed monitoring, analysis and reporting of achievement to NZQA and employers. Knowledge-based courses have a detailed checklist of skills for the trainer to ensure trainee competency at the end of the course, usually through practical scenarios. This is important to maintain the credibility of the PTE and the training, and ensures trainees have the skills and knowledge at the level required by their employer, or for undertaking voluntary roles such as in urban search and rescue roles.</p> <p>Almost all trainees achieve in courses that are unit standard-based, successfully meeting the assessment requirements. Detailed data provides information to review non-achievement and potentially identify trends and patterns, such as trainees not attending all training days. Reasons for non-completion are due to factors outside TIA's influence.</p> <p>External pre- and post-assessment moderation has occurred repeatedly over the past two years. Results across courses indicate that assessment and assessor judgements are at the standard required, validating achievement. Employers report that TIA has clear expectations and requirements when assessing and awarding unit standards, which is sometimes challenging for employers, but is valued.</p>
Conclusion:	Trainees gain skills, knowledge and competency to the standard required by employers, volunteer rescue groups and the standard-setting body.

³ 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 students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>TIA delivers training to employers, community and volunteer groups that due to their environment have an increased probability that their rescue, fire and first aid skills and techniques will be deployed. For example, ground-based rescue training for Red Cross volunteers and cell tower rescue and training related to mines rescue activities.</p> <p>The value of the outcomes of TIA's activities range from supporting clients to meet their compliance obligations and legislative requirements, through to raising awareness of safe practices in the home and increasing the competency of a workforce and community to engage in complex rescue and recovery activities.</p> <p>Stakeholders appreciate the expertise and currency evident in the provision of training. Of higher value is the opportunity to benefit from the latest and 'cutting edge' techniques, equipment and procedures, such as high-performance CPR⁴, which advances stakeholder techniques and increases the level of confidence in the capability of the organisation and staff to respond effectively to emergencies.</p> <p>Stakeholders equally value the alignment of their training to practices and terms employed by FENZ, where rescue is a component of the course. Examples include the Safe Person Concept, and Dynamic Risk Assessment for Red Cross and mines rescue teams. As a result, stakeholders can anticipate a degree of cohesion and efficiency when initially working with and then handing over a scene to emergency services.</p> <p>Overall, TIA is advancing the body of knowledge and understanding of first aid, fire and rescue for clients and community groups by sharing research gained through the owner's professional employment and roles.</p> <p>Since 2016, TIA has delivered training that is not otherwise available to emergency service staff and, increasingly, to their families and community groups in Niue, for no fee. TIA coordinates donations of equipment, including an ambulance</p>

⁴ Cardiopulmonary resuscitation

	<p>and fire engine. The saving of lives within this country every year is attributed to the contribution of training and resourcing to this community by TIA.</p> <p>TIA's understanding of value is through trainee feedback, repeat business and continuous direct engagement with clients prior to every training session. Sources all indicate high levels of satisfaction. Systems to capture and analyse this information more formally may be beneficial if the volume of training increases. Current systems are effective for the PTE context.</p>
Conclusion:	Evidence of a range of highly valued outcomes for employers, the local community, volunteer groups and Niue is comprehensive and convincing.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Relevant and routinely customised courses match the training content and logistical needs of stakeholders. Clients value TIA efficiency where workplaces accommodate the training on site. Pre-course meetings provide access to clients' standard operating procedures, workplace scenarios and equipment, ensuring the real-world learning and application of the courses and that the training objective is met.</p> <p>Experienced and well-qualified trainers deliver the courses. All trainers at TIA have been trained by FENZ or St John, some are currently instructors and all, bar the newest trainer, hold a qualification in adult education and training.</p> <p>The inclusion of effective contributing academic and review processes since the last EER underpins strong performance in course design, delivery and assessment. Detailed processes and monthly systematic internal moderation, alongside external moderation, authenticate valid assessment of the skills and knowledge gained. Lead tutor reports and trainee feedback following course delivery – alongside formalised peer observations – contribute toward the consistency of course delivery. Course changes and updates are considered at quarterly meetings. TIA also responds quickly to incorporate</p>

	<p>industry updates and researched improvements, accessible through professional employment.</p> <p>Self-assessment of design, delivery and assessment is systematic and covers all trainers and courses, but has only been in place for one year. Evidence of continued quality processes and the usefulness of findings over time would lift the self-assessment rating.</p>
Conclusion:	Self-assessment processes and quality activities have improved significantly since the last EER and underpin programme design and delivery that consistently meets stakeholder needs.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Excellent support is provided to trainees in the context of short-course delivery.</p> <p>The trainers are responsive to students with different learning needs. Strategies to support trainees include the use of plain and appropriate language, oral assessment, opportunities to repeatedly practise skills, and reassessment. Cohorts of trainees are small, and individual coaching, explanation and time is provided depending on trainee need.</p> <p>Pre-course information prepares trainees to engage in training. Courses have a strong practical component and plenty of time is allocated to practise skills and techniques customised to the workplace or community need. Experienced trainers draw on their extensive knowledge to meet trainee needs and incorporate real-world examples and tailored scenarios that make the training more relevant and meaningful. The trainee workbook and pocket guides are updated as standards and best practice, and are helpful resources used post-training.</p> <p>Appropriate and useful feedback is gathered from trainees and lead trainers, which is shared with TIA clients. Analysis of the information and feedback collected over several of the same courses and the same trainer may provide TIA with insights into patterns or trends to further support the needs of trainees.</p>
Conclusion:	Trainees experience courses that are authentic and reflect the potential emergency responses of their working or community

	environment. Trainees are active participants in their learning and are effectively supported by the instructors. More extensive analysis of feedback would be beneficial.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The owners of this small PTE have credibility with clients and community groups through their professional roles and years of experience with FENZ and St John, and authentic targeting of training needs. Being at the front end of change as it occurs, and passing on this knowledge to clients and communities is a core value for the PTE and well aligned to its purpose and direction.</p> <p>Academic processes and practices to support and monitor educational achievement and performance are in place and are effective. Records of the owners' monitoring practices and decision-making are comprehensive. Processes for ensuring consistency between trainers include co-teaching, and now extend to formal trainer appraisal. An administrator coordinates the updated and formalised practices and processes.</p> <p>A clear process, and criteria, guide the recruitment of experienced and well-qualified casual trainers. Effective communication practices involving the owners and casual trainers provide an opportunity for information sharing. These processes ensure the trainers receive industry updates and understand organisational priorities. Shared systems are effective in sharing information in this small PTE.</p> <p>The resources and equipment used in training are considered 'first rate' by clients and trainers. TIA has invested significantly in the latest rescue equipment. Logistics and administration are reported as well organised by clients, who value efficient services when they accommodate the training on site.</p>
Conclusion:	TIA is a high-performing organisation. The PTE has high capability, a solid core of long-serving trainers, and good systems. Quality management processes supporting trainee assessment have improved and are embedded.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The owner and administrator monitor and manage the PTE's compliance responsibilities including the interim domestic Code. All attestations and returns to NZQA have been provided within required timeframes. The PTE applies for temporary site approvals, and the NZQA training scheme is delivered as approved. TIA's improvement plan has been used as a basis for change, and there is clear evidence that areas for improvement have been addressed. The quality management system has been reviewed and the organisation's policies and processes are appropriate for the size and context of the PTE. Although there are no concerns with the management of compliance accountabilities, it is recommended that the owners maintain their knowledge of the NZQA consent to assess document.</p> <p>A more explicit compliance management plan has been included as part of the PTE's quality management system, mapping activities and course completions. Inclusion of a forward-looking calendar with anticipated dates would enhance this practice.</p> <p>There is a strong match between the trainers' qualifications and experience and the related consent and moderation requirements and the First Aid as a Life Skill document. External pre- and post-assessment moderation by the standard-setting body indicates that assessment and assessor judgements are at the national standard.</p> <p>Comprehensive awareness and management of health and safety in relation to the PTE's activities is strongly evident. A detailed risk management plan, emergency planning and a risk matrix for the PTE are in place. The PTE checks each course venue for hazards before and during delivery of the courses.</p>
Conclusion:	TIA identifies and effectively monitors its compliance accountabilities. Inclusion of a forward-looking calendar with anticipated dates for compliance activities would enhance this practice, as would systems for keeping up to date with NZQA.

Focus Areas

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

2.1 Focus area: First Aid-Related Courses

Performance:	Excellent
Self-assessment:	Good

2.2 Focus area: Rescue-Related Courses

Performance:	Excellent
Self-assessment:	Good

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Training In Action Limited:

- Consider a schedule/one page document to more easily track moderation, trainer observation and compliance activities.
- Analyse collated feedback from trainees, clients and lead trainers to identify trends and patterns over time.
- Maintain knowledge of NZQA's consent to assess document.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix

Conduct of external evaluation and review

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

Disclaimer

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

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

- *Identify organisational fraud⁵*
- *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.*

⁵ 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.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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