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# External Evaluation and Review Report



Agoge Training Limited

Date of report: 11 April 2019

# About Agoge Training Limited

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*Agoge Training Limited offers short courses in operating forklifts, and driver licence endorsements including dangerous goods and 'wheels tracks and rollers'. Manual Handling courses are also offered.*

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Type of organisation	Private training establishment (PTE)
Location:	10 Bisley Road, Ruakura, Hamilton and 18-26 Amelia Earhart Ave, Airport Oaks, Auckland. Training also takes place in Tauranga and workplaces throughout New Zealand.
Code of Practice signatory:	No
Number of students:	Domestic: 2800+ students – 67 equivalent full-time students (48 per cent Pakeha, 12 per cent Māori, 5 per cent Pasifika, 15 per cent Indian, 5 per cent Chinese, 15 per cent other ethnicities.  International: N/A
Number of staff:	Seven full-time, four part-time
TEO profile:	See: <a href="#">NZQA – Agoge Training Limited</a>  Agoge Training is part of the IVS Group (Independent Verification Services).
Last EER outcome:	In 2015 NZQA was Highly Confident in Agoge Training's educational performance, and Highly Confident in its capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• Forklift Training Scheme (Training Scheme) (level 3)</li></ul>
MoE number:	8408
NZQA reference:	C33427
Dates of EER visit:	19 and 20 February 2019

# Summary of Results

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*Agoge Training is well connected to and informed by its industry sector, delivers up-to-date training that meets client company's' and learners' needs, is proactive and innovative, and very focused on quality and compliant training.*

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## **Highly Confident in educational performance**

- All courses have high achievement rates – 95 to 99 per cent. Māori, Pasifika and other ethnicities achieve at the same level as others.
- Outcomes are of high value, directly relating to learners' current work or ability to gain work.
- The one approved Training Scheme is delivered as approved by NZQA and meets learners' and employers' needs.

## **Highly Confident in capability in self-assessment**

- Learners receive appropriate information prior to starting, and support while training. This fits in with the timing and context of the delivery.
- Strong academic leadership, attention to quality, educational management and governance give assurance of continuing effective provision and oversight of quality training.
- Strong oversight and management of compliance is provided at all levels.
- Organisational reflection and review is embedded at all levels, is integrated, planned, documented and results in ongoing improvements and innovations.
- There is clear and open communication across all personnel, and effective collection, analysis and use of quantitative and qualitative information for ongoing improvements.
- IVS purchased Agoge Training in late 2017; the transition was managed well, integrating Agoge Training into the IVS Group.

# Key evaluation question findings<sup>1</sup>

1.1 How well do students achieve?	
Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
1.2 What is the value of the outcomes for key stakeholders, including students?	
Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Nearly all learners complete and pass the courses they enrol in. Over 97 per cent of learners complete and over 99 per cent pass the course. Māori and Pasifika learners achieve on a par with all others. Agoge Training is exceeding its target of 95 per cent for course achievement.</p> <p>Agoge Training provides New Zealand Transport Agency (NZTA) licensing endorsement training and essential workplace skills. Beyond this, learners gain raised awareness of wider health and safety work practices directly related to their employment, adding value to their own safety, reducing stock wastage, and adding value to their workplace and employer.</p> <p>Agoge Training uses client company repeat business as an indicator of company satisfaction with the training, and therefore value gained. This is supplemented by regular contact with clients directly and through industry associations. Client companies contacted during this evaluation noted, for example, that 'having training delivered on our machines and in our context is very valuable'.</p> <p>Regular learner surveys show a high level of satisfaction and comments on the value of new training, and revalidation of existing credentials and skills.</p> <p>Agoge Training is working with a number of secondary schools</p>

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

	<p>to deliver basic training and, where applicable, NZTA licensing endorsement training and essential workplace skills for particular work environments and also, where applicable, licensing endorsement requirements training through the Gateway<sup>2</sup> programme. This helps prepare school leavers to transition to employment. It also supports the desire of industry body CBAFF<sup>3</sup> to get more young people into the industry.</p> <p>Agoge Training has a well-considered and implemented approach to self-assessment, with regular reviews and reflection on key learner data. This includes enrolments, completion and achievement rates, by individual courses and learner ethnicity, learner survey responses, and client company feedback. The data is reviewed at tutor and management meetings and by the board, and is used for ongoing improvements.</p>
Conclusion:	<p>Close attention is paid to educational achievement and the value of training outcomes. The IVS Group of companies has a focus on compliance and value, and leverages this to ensure Agoge Training Training's results are consistently high and adding value.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The Forklift Training Scheme, Agoge Training's main course by trainee numbers, is delivered as approved by NZQA. Assessments for forklift training and the other short courses are effectively internally moderated. External moderation by MITO (Motor Industry Training Organisation), Competenz or Connexis has confirmed that assessments are at the national standard. No significant issues were identified, and where areas for improvement were identified, Agoge Training has made appropriate changes.</p> <p>NZTA has recently completed an audit of Agoge Training, the</p>

<sup>2</sup> See Tertiary Education Commission website: [Gateway funding](#)

<sup>3</sup> Customs Brokers and Freight Forwarders Federation of New Zealand

	<p>first since the change of ownership. The audit identified some areas for improvement, and at the time of this (NZQA) evaluation, all improvements had been actioned and the audit closed off with no further actions required.</p> <p>Tutors have appropriate industry experience and training in adult teaching. All are expected to gain the New Zealand Certificate in Adult Education and Training, if not already completed. Performance appraisals, peer observations and ongoing professional development are ensuring good oversight of teaching.</p> <p>Feedback from client companies and learners collated by Agoge Training show a high level of satisfaction with the tutors and their use of real workplace stories, leading to deeper learning and companies seeing a positive impact of the training in the workplace.</p> <p>Self-assessment practices are embedded across the organisation. However, NZTA's audit and MITO's external moderation identified some areas for improvement that arguably should have been identified by Agoge Training's own self-assessment. There is room for some improvement in staff induction to teaching to raise awareness of all course details (NZTA requirements) and to ensure that all purchased materials are fully checked prior to use to ensure fitness for purpose. NZQA notes that these issues did not have a significant impact on the quality of training or outcomes for learners.</p>
Conclusion:	Courses are well planned and delivered, meeting learner and company needs. Improvements to self-assessment would have identified areas where minor issues were identified by external bodies.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Learners have sufficient and appropriate information prior to training and receive learning support where needed.</p> <p>The ability of tutors to relate real workplace stories is effective in</p>

	<p>engaging learners in the training. One company representative interviewed commented that 'the tutor was a walking case history'. Agoge Training is trialling different styles of delivery to explore how best to engage learners and support achievement.</p> <p>Different learning styles are catered for, and theory and practice are well linked and supplemented with PowerPoint presentations. Extra support is provided with learning aids, for example the Dangerous Goods Segregation Wheel<sup>4</sup>, to support learning and for use in the workplace.</p> <p>Effective processes are used to check with learners that they were able to learn and understand course material and the implications of risk-taking and shortcuts.</p>
Conclusion:	Appropriate support is provided for the context and length of the training, and this enables learners to be very engaged in the course materials. Self-assessment is well considered and effective.

### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Agoge Training is a well-managed and governed education provider. The management team and board are actively involved in industry associations and have relevant governance experience and connections. This provides a depth of understanding of the industry and strong oversight and strategic leadership.</p> <p>Since Agoge Training was purchased in 2017, supporting documents and systems – including the quality management system – have been reviewed and adapted to align with the IVS company ethos and culture. Management has appointed appropriate staff and supports them to develop and grow.</p> <p>Agoge Training uses client company feedback and repeat business as indicators of support and respect for the training provided.</p> <p>Improvements are evidence-based and follow analysis, reflection and a considered approach. Agoge Training's Action Points and</p>

<sup>4</sup> <https://shop.standards.govt.nz/catalog/5433W%3A2012%28NZS%29PACK/view>

	<p>Decisions document shows that a clear process is followed to implement improvements. An improvement to this could be considered to further review the extent of the impact of the improvements over time.</p> <p>Strong academic leadership, attention to quality, educational management and governance gives assurance of continuing effective provision and oversight of quality training. From information and interviews, the evaluators consider that Agoge Training has a sustainable business model and balances its focus between innovation and continuity. Regular reviews and oversight are undertaken. This is evident, for example, in a range of meeting minutes and board papers. There is also clear evidence of a reflective company culture.</p>
Conclusion:	Agoge Training has robust management and strategic oversight. Information and interviews indicate a well-planned and monitored business, with strong connections to industry.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Agoge Training is focussed on meeting regulatory compliance. This is supported by the other IVS divisions which provide, for example, regulatory inspection services and export certification.</p> <p>Staff show a good understanding of Agoge Training's compliance obligations as a registered private training establishment, and its external moderation with standard-setting bodies and NZTA. Agoge Training maintains risk registers for operations and for the board.</p> <p>No compliance management issues were in evidence at this evaluation. Agoge Training's documents, procedures and culture indicate a strong ethical and legal focus, and there was no evidence of compliance breaches. Self-assessment at management and governance levels shows that compliance is proactively monitored.</p>
Conclusion:	Agoge Training has appropriate policies and procedures, and effective practices, checks and balances to monitor compliance obligations. No concerns were noted.

## Focus Areas

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

### 2.1 Focus area: Forklift Training Scheme

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 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 Agoge Training Limited:

- Explore options to determine the impact of improvements, to add further value.
- Review all learning and assessment materials to check that they fit with the Agoge Training context of delivery, culture and ethos.

## 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 fraud<sup>5</sup>*
- *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.*

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<sup>5</sup> 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](http://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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