



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report

IVS Training Limited

Date of report: 4 April 2023

About IVS Training Limited

IVS Training Limited provides biosecurity, safety and customs brokerage training to meet regulatory compliance requirements for industry. Most courses are half to a full day's duration, except for Customs, Brokers and Freight Forwarders (CBAFF) and Initial and Recurrent Training (IATA). IVS works with CBAFF and the Ministry for Primary Industries (MPI) to develop and deliver training that meets industry needs.

Type of organisation:	Private training establishment
Location:	10 Bisley Rd, Ruakura Campus, Hamilton
Code of Practice signatory:	No
Number of students:	Domestic: 2019-2022: 42,012; equivalent to 403.79 EFTS. ¹ Of the total student numbers, 3,940 (9.4 per cent) identified as Māori and 2,961 (7 per cent) identified as Pasifika. International: nil
Number of staff:	11 full-time equivalents; seven part-time
TEO profile:	See NZQA: IVS Training Ltd Since the previous external evaluation and review (EER), in February 2019, Independent Verification Services (IVS Training) has split from IVS Group and is now a separate entity. The general manager and training manager are new appointments in the last year. IVS has introduced a non-unit standard course for OSH ² , and refreshers for forklift and online biosecurity training. New courses introduced have been the non-unit standard awareness course for Regulated Air Cargo Agent, an introductory Health and Safety course, and a simulator that assists with training for heavy machinery and remedial training for forklift operation. IVS has recruited two new safety trainers to deliver forklift

¹ Equivalent full-time students

² Occupational Safety and Health – WorkSafe

training and is currently working through the approval process.

Last EER outcome: At the 2019 EER, Agoge Training, then part of the IVS Group, was found to be Highly Confident in both educational performance and capability in self-assessment.

Scope of evaluation: MPI Accredited Persons Training (AP); MPI Transitional Facilitator Operator (TFO); Forklift Training Scheme (ID:120763)

MoE number: 8408

NZQA reference: C51873

Dates of EER virtual visit: 8 and 9 February 2023

Summary of results

IVS comprehensively meets most trainee and industry compliance and regulatory needs. Effective self-assessment processes guide and inform performance. (See the Recommendations section for considerations that may lead to training improvements.)

Highly Confident in educational performance

- Training has a compliance, regulatory focus. The majority of trainees are in employment and train to meet employer and industry requirements. Most trainees achieve well.
- IVS maintains comprehensive records of training outcomes, including data on ethnicity, gender, training sites, pass and fail rates and disability.
- Most trainees are supported to succeed by competent, industry-experienced trainers who provide individual attention and appropriate pastoral care.

Confident in capability in self-assessment

- IVS has undergone several significant changes recently, including a restructure, appointment of new staff, and adopting an equity partner. IVS is currently awaiting appointment of a new chief executive.
- IVS understands the purpose and importance of self-assessment and is a reflective organisation. An historical external moderation issue was proactively discussed and resolved.
- Self-assessment is not yet fully embedded across the organisation. NZQA recommends that IVS consider several recommendations made at the close of this report, including strengthening tertiary education expertise on the board to support organisational academic leadership more effectively.

Key evaluation question findings³

1.1 How well do trainees achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Pass rates are high, at over 95 per cent across most trainees and courses. This is normal and expected for short, compliance-focused courses of this nature. MPI Accredited Persons Training (AP) courses include trainees where English is a Second Language (ESOL). MPI requires assessment to be undertaken in English, which disadvantages some trainees. While supportive, IVS is constrained by this requirement and, as a result, some ESOL trainees fail.</p> <p>Over the Covid period, when IVS operated a virtual classroom for AP, the failure rates were higher. This was attributed to low computer literacy, the programme ‘timing out’, or trainees not having the correct equipment. IVS rebooked trainees at no extra cost and spent time addressing computer literacy issues. This contributed to improved rates of success.</p> <p>MPI Transitional Facilitator Operator (TFO) and safety and Customs programmes have lower fail rates due to the programme being longer and having fewer trainees by comparison with AP training. Candidates for these courses are usually pre-selected by their employers who have identified them as motivated and capable of passing the courses.</p> <p>Safety programmes have higher success rates still as they are mostly refreshers, trainees are experienced, and two attempts are allowed for practical tests, for example for the forklift training scheme.</p> <p>Māori and Pasifika achievement rates are slightly lower than those for New Zealand Europeans. To date, IVS has not used this information to analyse the reasons for this lack of parity.</p>
Conclusion:	Achievement is consistent and strong. Trainees acquire useful skills and knowledge. Understanding why Māori and Pasifika trainees fail more often than other trainees requires attention.

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

	Discussing with MPI possible actions to support ESOL trainee achievement would benefit trainees, trainers and industry.
--	---

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>IVS provides short, compliance-based training designed and moderated by MPI, New Zealand Transport Agency (NZTA) or Customs, Brokers and Freight Forwarders (CBAFF). There is a strong focus on outcomes. Graduates can apply their skills into employment and gain knowledge and skills directly related to their work. Stakeholders confirmed that highly valued outcomes are being realised across all programmes.</p> <p>Employer outcomes include well-trained staff who meet industry compliance requirements to maintain biosecurity, risk or health and safety compliance. Training contributes to safer workplaces.</p> <p>Trainee satisfaction levels are high, with 96 per cent of trainees saying they would recommend IVS as a workplace trainer.</p> <p>Customer retention and repeat business are also indicators of value. Covid-19 has impacted the business, but customers have been retained over this time.</p> <p>Most trainees are booked by their workplaces. There is scope to improve the training experience by reviewing the booking system so that it gathers more information from employers on trainee needs and backgrounds at enrolment. This would provide trainers with additional information to inform training delivery.</p>
Conclusion:	IVS adds value to trainees, their employers and the New Zealand economy by supporting key stakeholders to uphold government requirements to meet a range of mandatory compliance and safety obligations.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The training environment is structured for the benefit of trainees. Courses are practical and demonstrate daily practice in the field. All programmes are reviewed annually, either internally or externally. Post-assessment moderation occurs for new programmes within six months of delivery to review changes and their impact. Decreased pass rates, trainee and/or trainer feedback will also trigger a review outside of the formal annual review cycle. External moderation indicates that assessment is mostly valid and consistent. IVS is proactive when moderation does not meet requirements. A non-compliant NZTA external moderation outcome was discussed and resolved in conversation with the NZTA moderator.</p> <p>Review of the forklift training manual materials has led to improvements to the manual and assessments. Assessments more closely measure the required unit standard outcomes now. Online training during Covid-19 was reviewed quickly. When trainees said that instructions were unclear, IVS made improvements, including making the training more interactive.</p> <p>All trainers hold relevant teaching qualifications in addition to relevant and current industry experience. They are encouraged to achieve a level 4 qualification in adult education and are supported by IVS to do this.</p> <p>IVS engages closely and regularly with its stakeholders and regulatory bodies, both formally and informally. For example, IVS advises MPI of recommended changes to programmes from trainee and trainer feedback; and reviews and updates Customs course materials to meet tariff changes. A quarterly meeting with CBAFF led to IVS offering training in Regulated Air Cargo Agent and Inward Cargo Report. IVS also hosts meetings on behalf of CBAFF, where training staff talk directly to customers, industry and trainees.</p>
Conclusion:	IVS is well integrated with the industries it serves. Mutually beneficial stakeholder relationships support effective design, delivery and training. Stakeholder needs are well matched, regularly reviewed, and ongoing improvements made.

1.4 How effectively are trainees supported and involved in their training?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Trainees complete short courses to meet ongoing workplace and regulatory compliance. Barriers to learning are minimised. IVS supports individual learners by rebooking them if unwell and accommodating their personal circumstances.</p> <p>Trainee learning goals are well understood. IVS is developing pathways to guide trainees, including a useful flow chart on the IVS website. Training coordinators are available to answer questions and guide trainees to the most suitable training options.</p> <p>A revamped registration form is being considered to assist trainees to identify learning support needs and disabilities, such as dyslexia, hearing or vision impairment, or ESOL.</p> <p>Online training has reduced opportunities previously available face to face, such as sharing trainees' experiences and group activities. Most trainees prefer classroom-based training, and this is increasingly the norm.</p> <p>Students on short courses are provided with useful and timely feedback, with marks available within a five-day window and often within 24 hours. Students can apply their knowledge and skills through mock assessments in all courses. Resits of assessments occur when this is allowed by the regulatory body.</p> <p>The self-review of The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 identified key areas for improvement. These include engagement with Māori and Pasifika by introducing tikanga as part of everyday practice for staff and trainees; and the use of te reo in programme resources.</p>
Conclusion:	<p>Trainees are well supported and involved in their training. Contextualising training to reflect New Zealand's unique cultural heritage more fully is a work in progress.</p>

1.5 How effective are governance and management at supporting educational achievement?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The board directly engages with NZQA external evaluation and review by focusing on one of the six key evaluation questions at each board meeting. The adoption of this approach for supporting educational achievement is recent and yet to be reviewed. Strengthening the governance team to include greater tertiary academic leadership would be beneficial.</p> <p>Staff are valued and supported. New trainers' assessments are moderated closely to ensure they are competent and following marking guidelines consistently.</p> <p>Internal audits of biosecurity and safety programmes inform training improvements. Staff development is conducted quarterly and enables staff to grow professionally, for example the ability to deliver new courses and perform different roles.</p> <p>During the Covid lockdowns, weekly virtual wellbeing sessions gave staff the opportunity to discuss challenges and opportunities and any issues with virtual delivery.</p> <p>IVS has undergone several significant changes recently, including a restructure, appointment of new staff, and adopting an equity partner. IVS is currently awaiting appointment of a new chief executive.</p>
Conclusion:	Governance and management are experienced and competent. The advantages of recent significant changes to governance and management are yet to be embedded and reviewed.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>IVS manages its compliance accountabilities with its regulatory bodies systematically. Examples include:</p> <ul style="list-style-type: none"> • A compliance calendar for monitoring NZQA obligations. • NZTA compliance reviews each quarter. • NZTA trainer accreditation through regular moderation. • Competenz external audit of safety trainers has occurred every two years. • Reviewing the quality management system document annually. • External biosecurity audits by MPI. • Maintaining a risk register that is updated by the general manager along with monthly health and safety reports. • Development of an executive director role to support the general manager, and weekly meetings to discuss compliance accountabilities. • Regular review of trainee and employment contracts by a legal team. • Training facility audits against a venue checklist, including health and safety requirements.
Conclusion:	Management of compliance accountabilities is systematic, thorough and informed by relevant legislation, rules and regulations.

Focus areas

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

2.1 Focus area: Ministry for Primary Industries (MPI) Accredited Persons Training (AP)

Performance:	Excellent
Self-assessment:	Good

2.2 Focus area: Ministry for Primary Industries (MPI) Transitional Facility Operator (TFO)

Performance:	Excellent
Self-assessment:	Good

2.3 Focus area: Forklift Training Scheme

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 IVS Training Limited consider:

- reviewing Māori and Pasifika trainee achievement and equity of outcomes for comparison with other trainees.
- discussing with MPI possible actions to identify and support ESOL trainee achievement more effectively.
- reviewing the trainee booking system so that it gathers more information from employers on trainee needs and backgrounds, to better inform training delivery.
- strengthening the tertiary education expertise on the board to support greater organisational academic leadership.

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 fraud⁴*
- *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.*

⁴ 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 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

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 2021. 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz