

Report of External Evaluation and Review

The Training Bureau Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 7 May 2015

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	5
3. Conduct of external evaluation and review.....	5
Summary of Results	6
Findings	9
Recommendations	14
Appendix	15

MoE Number: 8434
NZQA Reference: C18207
Dates of EER visit: 18 and 19 February 2015

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:	The Training Bureau Limited
Type:	Private training establishment (PTE)
First registered:	20 August 1997
Location:	131 Victoria Street, Hamilton
Delivery sites:	Hamilton, Tauranga, New Plymouth, Lower Hutt, Whakatane, and Queenstown
Courses currently delivered:	<p>Tavern and Bar Management Certificate (Training Scheme) (Level 5, credit 6)</p> <p>Licence Controller Qualification (LCQ) for bar managers with assessment towards the following unit standards:</p> <ul style="list-style-type: none">• 4646 Demonstrate knowledge of the Sale and Supply of Alcohol Act 2012 and its implications for licensed premises (Level 4, credit 2)• 16705 Demonstrate knowledge of host responsibility requirements as a duty manager of licensed premises (Level 4, credit 3) <p>LCQ Refresher and Bridging Training on the Sale and Supply of Alcohol Act 2012</p> <p>Food Safety Certificate of Achievement with assessment towards unit standard:</p> <ul style="list-style-type: none">• 20666 Demonstrate a basic knowledge of

contamination hazards and control methods used in a food business (Level 2, credit 2)

Includes the option to be assessed towards the following unit standards, according to learner needs:

- 167 Practise food safety methods in a food business (Level 2, credit 4)
- 168 Demonstrate knowledge of contamination hazards and control methods used in a food business (Level 3, credit 4)

Code of Practice signatory:	NA
Number of students:	Domestic: approx. 1,300 annually
Number of staff:	Five full-time equivalents
Scope of active accreditation:	Domain: Service Sector/Hospitality/Food Safety Selection of unit standards in the Hospitality - Specific Skills and the Service Sector - Core Skills domains
Distinctive characteristics:	The LCQ course is offered by correspondence as well as in the classroom. The online learning option is not available while the PTE's new website is under development, but is expected to become available by April 2015.
Recent significant changes:	The organisation changed its name from Liquor Licensing Bureau (Training) Limited following the purchase of the organisation in September 2013 by the new managers.
Previous quality assurance history:	The previous external evaluation and review (EER) outcome (September 2013) was Confident in educational performance and Not Yet Confident in capability in self-assessment.

2. Scope of external evaluation and review

The EER comprised the mandatory focus area of governance, strategy and management, and the Licence Controller qualification (LCQ) programme. This is the main programme provided.

The two other programmes (bar management and food safety) were not selected because of the low numbers of learners enrolled. The organisation plans to offer the Tavern and Bar Management Certificate later this year to people who want to progress their hospitality management responsibilities. Low numbers of food safety courses is due to changes in regulations and the review of the programme.

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.

The EER was conducted over two days at the organisation's premises in Hamilton. The EER team consisted of two evaluators plus an observer from NZQA. The team spoke to the directors/trainers as well as the business development manager, two trainers, a local inspector, a former learner and an employer.

The documentation reviewed included comprehensive learner feedback (both qualitative and quantitative analysis of feedback), management meeting samples, strategic documents, training and assessment materials, the student management system, and moderation information.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **The Training Bureau Limited**.

The Training Bureau has recorded a high rate of achievement consistently in the 90 percentile over several years including a further increase for 2014. This was due to learning support improvements for correspondence learners, and improved course structure and learning materials for the course.

The LCQ course aligns to the intent and purpose of the Sale and Supply of Alcohol Act 2012, which is to develop an understanding of host responsibility and promote safety around alcohol. The course activities and content are relevant and meet the needs of multiple stakeholders, who include hospitality staff and employers, seven polytechnics, and district licensing committees nationally. This is supported by the extremely positive feedback, analysed from a survey response of 92 per cent of learners in 2014.

LCQ training is accessible to a range of people nationwide, with courses delivered throughout the Waikato region, and in Wellington and Queenstown, as well as by correspondence. The training package is also the preferred course material delivered by several providers in the South Island. The trainers have longstanding experience in the industry and are using effective teaching strategies to engage learners and help them with their learning. Feedback from local inspectors, who approve applications for bar manager certificates, states that the applicants trained by The Training Bureau are more likely to demonstrate the knowledge and awareness to achieve the certificate.

The Training Bureau management team, who also train, have developed a well-functioning team who are governed by clear strategies and processes. The organisation supports its staff in their roles, providing a clear vision and focus on customer service, which has led to several improvements to the outcomes for learners. Examples include a new student database, leading to improved reporting and faster turnaround times for receipt of certificates from ServiceIQ (the industry training organisation responsible for setting standards in the hospitality sector), and improved support for correspondence learners.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **The Training Bureau Limited**.

The Training Bureau has a systematic recording of results for analysis by year and by region. The new student management system that is completing its pilot phase is already working to provide good reports to management on enrolments and completions. The system seems to be an effective tool for capturing important data to enhance existing analysis.

Ongoing recording of issues identified by trainers or from learner feedback about the training or the course materials is systematically recorded in quality improvement plans. There is clear evidence that the plans are effective, enabling management to identify issues and initiate follow-up actions, with an impact analysis over time.

The organisation has an excellent learner satisfaction rating, with 94 per cent rating the course 4/5 or higher. This is based on a high rate of returns, with 92 per cent of learners in 2014 providing feedback (848 of the 957 learners completing courses). The quantitative feedback is supported by the positive qualitative feedback. The Training Bureau demonstrates responsiveness to stakeholder needs.

The quantitative and qualitative analysis of learner feedback provides useful information about the teaching and has led to improvements to the course materials and course structure. Feedback from learners was the basis for changes to the course from a one-day course to one and a half days, and for introducing a week's break between attending the course and sitting the exam. This has led to better results for first-time attempts. The Training Bureau also changed the delivery of the course to meet stakeholders' needs. It now provides a separate course delivered at the end of the year for another hospitality education provider. This has enabled the learners to receive a certificate in time to find work at the end of their studies.

There is evidence of structured, coherent, systematic review that identifies the most important areas for improvement to course materials to increase the success of learners. The formalisation of employer feedback using face-to-face contact from the business development manager will further enhance the feedback. Already the organisation has good existing relationships with industry which provide an understanding of industry needs and the value of the courses for meeting district licensing committee requirements.

There were many examples of improvements made as a result of ongoing comprehensive reviews of trainers' performance and ensuring the organisation's assessments are valid. The organisation's monitoring includes reviews of course results, assessment and learner feedback. This has supported the trainers in teaching the new legislation with a strong customer focus. Management of trainer performance issues has been carried out appropriately to the situation and has

been effective in resolving those issues, demonstrating that the performance monitoring system is effective.

Overall, the systems for assuring the quality of the training are in place and will enable the organisation to continue to deliver LCQ courses successfully for people working in the hospitality industry

Findings¹

Focus area: Licence Controller Qualification

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

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

The ongoing high completion of courses since the previous EER (for example, 94 per cent in 2014) and qualification achievement (98 per cent in 2014) are strong indicators of positive achievement for learners. An increase in successful first-time exam attempts in 2014 by those completing classroom-based courses is attributed to the introduction of a pop quiz to check knowledge and a week-long break between the initial training course and the exam, providing valuable time for reflection and reviewing course materials. The correspondence learner achievement rates are similar, with 83 per cent completions (up 5 per cent from 2013), with 98 per cent gaining the certificate in 2014. There has also been an increase in successful course completions at first attempt for correspondence learners' exam results due to the introduction of more regular phone and email follow-up.

Correspondingly, the organisation's data shows low non-completions of courses. Withdrawals are the main reason for non-completions. The organisation has identified the principle reasons for this as the transient nature of the hospitality industry and WINZ referral of some learners (who are not employed in the industry and therefore may not be as motivated to complete as those who are).

Improvements to the clarity and wording of learning materials is another contributing factor to increased learner success. Learner evaluations are reviewed at the end of each course and analysed to identify ways of making improvements. The changes are documented and saved for future reference. An example of a change that has led to better results is changing the wording from 'what are the consequences' to 'what happens if'. This helps those with English as a second language.

Valued outcomes

The completion of an LCQ course is only one of the criteria set by district licensing committees for a hospitality worker to become an approved licence controller (bar manager) at a licensed alcohol premise. This eligibility is assessed by the local council inspector, who also reviews applicants' previous experience, convictions (if any), and verbal English communication skills. While the LCQ qualification is one of the criteria for applying for a bar manager certificate, the certificate is approved

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

by the district licensing committee. As such, learners' outcomes are not under the full control of The Training Bureau. However, feedback from local council inspectors shows that The Training Bureau learners' knowledge and understanding of the relevant Sale and Supply of Alcohol Act 2012 means that they are more likely to achieve their bar manager certificate.

Another indicator of the value of the course in the Hamilton region is the consistently high number of enrolments in the course even though it costs more and is longer in duration than competitors'. In addition, The Training Bureau administers a closed-book assessment against the required unit standards, making it harder to pass the exam than an open-book assessment offered by competitors. The Training Bureau also offers host responsibility awareness seminars for employers wishing to upskill staff and identify employees with the potential to become bar managers.

The Training Bureau sells its learner training and assessment materials as a package to a number of polytechnics nationally. This shows an implicit value of the training developed by the organisation. The materials were reviewed at the change of legislation late in 2013 to reflect the new Sale and Supply of Alcohol Act 2012. This shows that the LCQ course materials are meeting the needs of key stakeholders (hospitality staff, learners, employers and district licensing committees) in delivering the required knowledge of the legislation for a bar manager certificate. In all, the course meets the objective and purpose of the Act, which is to train people working in the industry in host responsibility to sell alcohol safely and responsibly and to minimise harm caused by alcohol.

Guidance and support

The course is structured to support learners to achieve, and activities are useful in helping the learners gain the knowledge and understanding required to apply for the bar manager certificate. Learners have the option to complete the course face to face throughout New Zealand or by correspondence for those who live outside of main centres. All learners are sent the workbook, which face-to-face learners are able to complete before the course. Classroom-based learning is carried out over two days using interactive activities such as real-life scenarios and class discussions to enhance the workbook content. Learners complete the closed-book assessment one week following their attendance.

The 15 per cent of learners by correspondence also attend a classroom-based assessment at a suitable location arranged by The Training Bureau once they have returned the completed workbook. Some distance education providers do not require learners to sit exams face to face. The Training Bureau staff contact correspondence learners at regular intervals after registration to support them and encourage them to complete within the required six months, which is improving completions for this group of learners. A freephone number is also available for all learners, as well as email contact with trainers.

Teaching effectiveness

The trainers relate well to the learners using their industry experience and adult education teaching skills. This engagement is evident in the positive survey responses and course results. Trainers are well supported by The Training Bureau management with materials, updates to legislation and regular contact via email or Skype/phone by head office. Trainer performance is monitored using the course results and learner feedback. The newly appointed business development manager is to conduct classroom observations as part of the performance management system to further enhance teaching effectiveness.

Trainer consistency in delivery and assessment is moderated by head office. All materials have been pre-moderated and met ServiceIQ external moderation requirements in 2013. Internally, all assessments were moderated against the revised materials at the beginning of 2014, and since then 20 per cent of all assessment has been carried out and constructive feedback is provided to trainers on improving consistency, record-keeping and amendments to materials.

Matching needs

Because of the range of nationalities within the hospitality sector, the learners may have English as a second language. A trainer, who has just left, was able to support Hindi and Punjabi native speakers for the verbal assessment for removing prohibited persons, and will continue to offer translation services for the course materials in the future. The change to centralising the registration process and the implementation of the new student management system has helped in the assessment of learners' needs prior to a course. In addition, the provision of learning materials at enrolment helps to ensure that the learners are prepared for the course. Ongoing, short assessments during the course identify where learners need more time to fully understand the content, and the trainers will recommend they come back when they feel ready.

Learner feedback is measured using quantitative and qualitative analysis. The consistently high ratings (94 per cent rate the course 4.6/5 or higher) and positive feedback provide insight into what is working and help identify where improvements could be made. Examples of this include the amendment of wording of materials and using information to inform trainer performance. A particular example of this was the identification of a performance issue from the survey ratings and comments, along with the lower completions, which led to a change in trainer and course location.

Focus area: Governance, management and strategy

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

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

The Training Bureau demonstrates the effective self-assessment characteristics of an organisation that is conducting ongoing monitoring and analysis of outcomes against set measures to inform decisions about future direction and anticipating change. The PTE responds effectively to feedback from students, trainers and industry, and uses its internal monitoring processes to make changes that have led to improvements to learner achievement. There is clear direction and strategy that is inherent throughout the organisation to meet its vision of customer-focused quality training.

Since the new directors took over in late 2013, there have been a number of changes that have been well managed in relation to staffing, resources, reporting results and registration processes. The recent development of the business development manager role will enhance existing networking and marketing activities with face-to-face surveys with employers to find out what works, with the aim of improving the value of the training.

The student management system has been developed to fit the PTE's business needs and is able to provide the reports needed to monitor success and identify trends, such as repeat business, re-sits, completions, outcomes by region, ethnicity data and trainer effectiveness. The student management system has also helped to decrease the turnaround time from course completion to receiving the certificate from ServiceIQ, from between three and four weeks to 10 days by using electronic result confirmation and reporting.

The Training Bureau has looked forward to the needs of the industry with the approval of a Tavern and Bar Management Certificate developed in conjunction with the Philanthropic Charitable Trust, a group of hospitality leaders. This qualification provides training for the career progression of bar managers who want to increase their bar management responsibilities.

Key Evaluation Questions

Key Evaluation Questions are the overarching questions that form the basis for discussion between the evaluators and the TEO in order to reach evaluative conclusions.

Key Evaluation Question	Rating for performance	Rating for capability in self-assessment
1. How well do learners achieve?	Excellent	Excellent
2. What is the value of the outcomes for key stakeholders, including learners?	Excellent	Good
3. How well do programmes and activities match the needs of learners and other stakeholders?	Excellent	Excellent
4. How effective is the teaching?	Excellent	Excellent
5. How well are learners guided and supported?	Excellent	Excellent
6. How effective are governance and management in supporting educational achievement?	Excellent	Excellent

Recommendations

NZQA recommends that The Training Bureau:

- Continue to implement face-to-face employer surveys to formalise feedback to demonstrate the value of courses and to ensure that courses remain relevant to the industry.
- Gather feedback from other providers that have purchased The Training Bureau's learning package.
- Clarify performance review processes and requirements for trainers in their contract.

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz