

# External Evaluation and Review Report

The Training Bureau Limited

Date of report: 26 April 2023

# About The Training Bureau Limited

---

*The Training Bureau offers the LCQ (Licence Controller Qualification) training nationwide to learners seeking to work as duty managers of places licensed to sell alcohol.<sup>1</sup> Training is delivered face to face, via webinar and by correspondence.*

---

Type of organisation:	Private training establishment (PTE)
Location:	PO Box 4341, Mount Maunganui
Eligible to enrol international students:	No
Number of students:	Domestic: 804 (35 equivalent full-time students in 2021); Māori 95 (11 per cent), Pasifika 24 (3 per cent), English for Speakers of Other Languages (ESOL) 122 (15 per cent). <sup>2</sup> Delivery in classroom (50 per cent), via webinar (25 per cent), by correspondence (25 per cent)
Number of staff:	Three full-time equivalents
TEO profile:	<a href="#">The Training Bureau Limited</a> Under new ownership since September 2020.
Last EER outcome:	NZQA was Highly Confident in the educational performance and Highly Confident in the capability in self-assessment of The Training Bureau at the last EER conducted in February 2019.
Scope of evaluation:	Licence Controller Qualification (LCQ) Training Scheme (114918)
MoE number:	8434
NZQA reference:	C51872
Dates of EER visit:	22 and 23 February 2023

---

<sup>1</sup> These include bars, clubs, restaurants, supermarkets, and liquor stores.

<sup>2</sup> It was not a requirement in 2021 to record learners who self-identify with a disability.

# Summary of results

---

*The Training Bureau is fulfilling its core purpose: providing high-quality LCQ training that meets the important needs of its clients and learners. There have been significant improvements and a strong commitment to continue on this path.*

---

## **Highly Confident in educational performance**

- The Training Bureau has a clear and focused purpose: to provide high-quality LCQ training that meets the important needs of its clients and learners. Overall achievement is very high. Learners gain detailed knowledge of the regulatory requirements enabling them to gain their (duty) manager's certificate and to work compliantly in the hospitality sector. Nearly all learners rate the training overall as 'Excellent' or 'Good'. This training meets well the important needs of both the learners and their employers (PTE business clients).

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

- The training, now delivered face to face, via webinar and by correspondence, is well designed and delivered. There are sound processes in place to maintain quality standards. The trainers are experienced and qualified and rated by the learners. The PTE also services other providers with its quality learning materials. The review of training is largely robust.
- Nearly all learners are effectively supported to complete this short-duration training. The areas for improvement mainly relate to the correspondence learners and sub-groups, and these are being addressed. The review of support is mostly of high quality.
- The Training Bureau leadership effectively supports a high level of educational performance and ongoing improvements. There is a rich understanding of adult education and the hospitality industry. A robust, data-driven culture enables ongoing improvements across key activities, addressing emerging needs and gaps.
- Key compliance accountabilities are well managed.

# Key evaluation question findings<sup>3</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The Training Bureau delivers LCQ training: a short-duration, knowledge-focused training course for duty managers about the regulatory requirements of operating licensed premises. Between 81 and 88 per cent of learners have passed the examination since 2019.<sup>4</sup> Analysis of 2021 achievement shows webinar (91 per cent) and classroom delivery (94 per cent) completions were higher, but lower for correspondence learners (76 per cent).<sup>5</sup> Pass rates for Māori were lower at 83 per cent and Pasifika at 75 per cent in 2021. The latter were few<sup>6</sup> and many had enrolled in the correspondence option. Overall achievement is very high.</p> <p>The Training Bureau has a detailed understanding of achievement. This includes robust analysis in 2021, identifying key patterns among sub-groups and across different delivery options. This data is progressively being used to develop actions to address lower performance in particular sub-groups. Assessment and moderation practices, positive learner feedback and learner performance in local council interviews<sup>7</sup> give confidence that the education results are valid.</p>
Conclusion:	Overall achievement is high. The PTE has a detailed and improving understanding of achievement which is being used to address sub-groups with lower completion rates.

<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>4</sup> See Appendix 1 for details.

<sup>5</sup> Completion rates for correspondence learners are often lower than direct delivery.

<sup>6</sup> Just 24 learners (3 per cent of total learners in 2021).

<sup>7</sup> See key evaluation question 2 for further explanation.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The purpose of The Training Bureau is to provide high-quality LCQ training that meets the needs of clients, industry stakeholders and learners. The PTE is meeting these important needs well.</p> <p>The key outcomes created are: learners gain the required regulatory knowledge to work as a duty manager (including on how to minimise harmful alcohol use); nearly all LCQ graduates have the knowledge to successfully gain their manager’s certificate from their local council and then work as duty managers; clients (and the hospitality sector) meet their compliance requirements through gaining knowledgeable and certified managers. There is, however, limited workplace evidence to verify that LCQ graduates are equipped to be effective duty managers.<sup>8</sup> There are some other signs of value. Since 2019, nearly all learners have rated the overall training as either, ‘Excellent’ or ‘Good’. Also, four polytechnics and one PTE choose to use The Training Bureau learning materials.</p> <p>The Training Bureau has an in-depth understanding of the industry. Its subcontracted trainer is a liquor licence consultant. This understanding is reflected in its decision-making and the improvements made.</p>
Conclusion:	The Training Bureau produces high-value outcomes for its clients, learners and industry employers. The Training Bureau has an in-depth and current understanding of the industry, though it does not gain direct feedback from the workplace where graduates work.

<sup>8</sup> The Licence Controller Qualification (LCQ) demonstrates that the learner has knowledge of the host responsibility skills required to be a duty manager and of the Sale and Supply of Alcohol Act (2012). The training scheme has no learning outcomes with a skills focus.

### 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>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The training scheme is well structured, with learners offered three delivery options (classroom, webinar and correspondence) covering the same content. The webinar option, developed pre-Covid lockdowns, now makes up half of enrolments. Learner feedback predominantly rates the three delivery options as between 'Excellent' and 'Good'.</p> <p>Sound and considered processes maintain educational standards. Attendance at a workshop on effective assessment led to a range of improvements. Internal post-moderation is undertaken with strong external moderation results confirming that assessment judgments are valid. As a 100 per cent mark is required to pass the examination, a significant proportion (33 per cent) of learners are not successful on their first attempt. There are procedures for those resit questions; however, more analysis and reporting are still required.<sup>9</sup></p> <p>The Training Bureau also analyses examination questions that learners find problematic and revises when required. It has revamped the manual of regulatory knowledge to make it more accessible to learners. The PTE undertakes authenticity checks as the examination is predominantly online; this risk requires active monitoring and regular reporting. As well as the ongoing reviews noted above, a training review is undertaken each year. There is an opportunity for this process to be more systematic, pulling together the rich data collected.</p>
Conclusion:	The training offered is well designed and delivered. There are processes in place to maintain quality standards. The review of training is robust, leading to improvements. A few areas can be strengthened, but these gaps are not significant.

<sup>9</sup> Any possible knowledge gaps are likely not significant. As noted in the previous section, all graduates need to again demonstrate their knowledge in a council interview to gain the manager's certificate. It appears nearly all succeed.

## 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>For most students, the training context is a one-day, face-to-face or webinar training session, where typically employers arrange and pay for their employees to attend. The trainers are experienced and personable, with good knowledge of the industry and the student demographic. The 2023 training team includes a clear adult education capability. Awareness of learners with different learning styles informs the training delivery. The learners clearly value the quality of the instruction. The learner feedback collected is detailed, relevant, includes response rates and is mostly well analysed. It is not fully evident how this data informs any changes made or how it contributes to the annual reviews. Not all trainers participate in key reviews.</p> <p>Across all delivery modes, the learner respondents rated the materials as useful, and the content as organised and easy to follow. The correspondence learner respondents said the support they received was sufficient, yet the lower completion rates indicate that there are challenges.<sup>10</sup> The robust and coherent Code of Practice review indicated that the correspondence learners likely needed more contact and support. There has been some work undertaken identifying and minimising the barriers for learners with literacy or numeracy challenges and/or for whom English is not their first language. This work has just begun for learners with a disability.</p>
Conclusion:	Learners are effectively supported to successfully complete their training. Any gaps pertain to sub-groups and are mostly being addressed. The review of support is largely effective and of high quality and has brought improvements.

<sup>10</sup> The key reason learners in 2021 did not complete was a relatively high proportion (24 per cent) simply did not sit the examination.

## 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>The Training Bureau's new ownership has a clear and focused purpose for this PTE: to provide high-quality LCQ training. The director managed well the unprecedented disruption of the Covid pandemic/lockdowns which considerably impacted the hospitality industry. While training activity was restricted, adult education standards continued to inform decision-making. There was minimal impact on key educational measures of quality over this period. The PTE is increasingly investing resources into more robust IT solutions, upskilling current staff, hiring an additional experienced trainer, and supporting staff participation in planning/review days.</p> <p>The new owner, building on historical strengths, has created an organisational culture strongly focused on quality improvements. This EER report has presented a range of significant developments occurring across key areas. Typically, high-quality data is used to make coherent decisions. The impact of key decisions is mostly assessed, though sometimes not systematically. The managing director is not yet satisfied with the performance of this PTE and is strongly committed to improving the quality of the service offered to better meet key needs of the clients, industry and learners in the future.</p>
Conclusion:	The Training Bureau leadership is effective in supporting a high level of educational performance. A robust, data-driven culture enables ongoing improvements across key activities, which addresses emerging needs and gaps.



## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The Training Bureau has a well-organised approach to managing its compliance requirements. The managing director has considerable experience in the sector. The PTE's core business is compliance-focused: training people on the regulatory requirements of being a duty manager working in licensed premises. It manages compliance through keeping up to date with the requirements of the tertiary education and hospitality sector. It also has systems and processes in place to ensure these are met, including a review of its requirements when submitting the annual NZQA statutory declaration.</p> <p>Key illustrations of its effective management are:</p> <ul style="list-style-type: none"> <li>• Submitting attestations and reporting credits in a timely manner.</li> <li>• Ensuring that approval for permanent and multiple temporary delivery sites are up to date.</li> <li>• Delivering the training scheme hours as required and approved by NZQA.</li> <li>• Implementing sound internal moderation practices. This is reflected in strong external moderation results from ServiceIQ and now Ringa Hora.</li> <li>• Employing appropriately experienced and qualified trainers.</li> <li>• Undertaking a coherent Code review fit for its scale.</li> <li>• Complying with the NZQA approval subcontracting agreement with one exception: the subcontracted trainer has not participated in recent training reviews.</li> </ul> <p>The Training Bureau says there have been no significant ethical or legal issues since the last EER. This enquiry has found no contrary evidence.<sup>11</sup></p>
Conclusion:	The Training Bureau is managing its important compliance accountabilities well. The PTE stays current with requirements and makes changes as needed.

<sup>11</sup> See also Appendix 2: Disclaimer

# Focus area

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

## 2.1 Licence Controller Qualification Training Scheme (114918)

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 The Training Bureau Limited:

- Explore strategies to improve completions for those sub-groups or delivery modes with lower completion rates.
- Analyse learners not successful in their first examination attempts
- Monitor and report on the authenticity of examination assessments.
- Consider the added value of some targeted collection of data from graduates working in licensed premises and their employers.
- Develop a more standardised/systematic annual review process (with all key personnel participating), including assessing the impact of previous changes made.

# 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 1

**Table 1. LCQ training scheme examination completion rates (%)<sup>12</sup>**

<b>Learners</b>	2019	2020	2021
All	85	81	88
Māori	80	76	83
Pasifika	82	66	75
ESOL	91	95	90
Disabled <sup>13</sup>	-	-	-
<b>Delivery mode</b>			
Face to face	90	84	91
Webinar <sup>14</sup>	-	80	94
Correspondence	75	77	76

Source: The Training Bureau data

---

<sup>12</sup> 2022 data will not be reviewed until mid-2023, as 2022 correspondence learners have six months to complete.

<sup>13</sup> Reporting the achievement of disabled students became a requirement in September 2022.

<sup>14</sup> Webinar delivery was only offered from 2020 onwards.

# Appendix 2

## 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>15</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.*

---

<sup>15</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 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](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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)