



NEW ZEALAND QUALIFICATIONS AUTHORITY
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Report of External Evaluation and Review

Employers' and Manufacturers'
Association (Northern) Incorporated
trading as EMA Training

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 2 November 2016

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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:	Employers' and Manufacturers' Association (Northern) Incorporated trading as EMA Training
Type:	Private training establishment (PTE)
First registered:	4 November 1991
Location:	159 Khyber Pass Road, Grafton, Auckland
Delivery sites:	As above and EMA Waikato, 103 Tristram Street, Hamilton
Courses currently delivered:	EMA Training delivers a wide range of training, including hosting conferences, workshops, short courses and webinars. A small proportion of training delivered is formally assessed. A formal application to NZQA for a training scheme was recently declined.
Code of Practice signatory:	No
Number of students:	In 2015, 156 learners attended courses leading to National certificates, and 72 attended the Ultimate Team Leader course, which offers unit standards that align with the training. During that year, over 7,500 trainees attended an event hosted by EMA Training, including conferences, workshops, short courses and webinars.
Number of staff:	EMA Training has 19 full-time equivalent staff.
Scope of active	EMA Training has a wide range of accreditation

accreditation: including in the domains of Business (to level 6), Core Generic (to level 5), Health and Humanities (to level 5) and Service Sector (to level 5). In addition, accreditation is held for the sub-field of Occupational Health and Safety (to level 6) and a number of unit standards at levels 4 to 6 for the Delivery of Adult Education and Training.

EMA Training uses this accreditation to deliver courses that enable trainees to gain these national qualifications:

- National Diploma in Business (Level 5)
- National Certificate in Business (First Line Management) (Level 3 and 4)
- National Certificate in Health and Safety (Workplace Safety) (Level 3); National Certificate in Health and Safety (Coordination) (Level 4)
- National Certificate in Adult Education and Training (Level 4 and 5)

Distinctive characteristics: The Employers' and Manufacturers' Association (EMA) is a not-for-profit, member-based organisation which provides advice, advocacy and training for its members. EMA Training is responsible for the development and delivery of a wide range of short courses, programmes, workshops, seminars and conferences.

Most of the training delivered by EMA Training is not formally assessed. Over 930 training events are hosted by EMA Training annually, with regular events in Whakatane, Rotorua, Tauranga, Hamilton and Whangarei. For courses that are formally assessed, assessments are completed by learners at their own pace, with ongoing support by EMA Training's trainers.

Most of the training is delivered by external contractors who are consultants with relevant experience in their field.

Recent significant changes: The organisation moved into a new building in

March 2016.

Previous quality assurance history: At the previous external evaluation and review (EER), NZQA was Confident in EMA Training's educational performance and Confident in the PTE's capability in self-assessment. In this report poor achievement in some programmes and a lack of systems to understand achievement were noted, as was the requirement to improve assessments and internal moderation processes.

In the most recent national external moderation report from NZQA, concern was expressed that moderation in the Communication Skills moderation system has not met requirements for three consecutive years. In one standard only two of the nine assessor judgements in this period could be verified due to learners providing insufficient evidence to meet the requirements for the standard.

A 2015 external moderation report by The Skills Organisation noted that only three out of nine assessments met the standard, and all three of the assessment materials required modification before further use.

2. Scope of external evaluation and review

The EER examined the following focus areas:

- Governance, management and strategy. This is a mandatory focus area.
- Certificate in Occupational Health and Safety (Coordinator) (Level 4). Offered over a series of block courses, this programme had the greatest number of learners enrolled in an offering that has unit standards attached.

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.

Final Report

EMA Training supplied the evaluation team with a self-assessment document in the lead-up to the EER. For the on-site phase of the EER, the evaluation team of two spent a day and a half at EMA Training's main headquarters and training facility in Grafton, Auckland. The evaluation team met with key staff, including the manager of EMA Training and the portfolio managers for health and safety, and tertiary leadership and management, training development, and online and digital learning. Interviews were also held with two trainers and some learners who were on site at the time of the EER visit. A range of documentation was viewed including monthly reports, the quality management system, moderation reports, achievement data, attendance data, the Net Promoter Score results, training workbooks and the online learning system. A phone interview was conducted with the chief executive of EMA Training following the on-site enquiry.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Not Yet Confident** in the educational performance and **Not Yet Confident** in the capability in self-assessment of **EMA Training**.

Most training at EMA Training is delivered by industry subject matter experts who use engaging approaches to deliver content that is immediately relevant to trainees' workplaces. These strengths in the training are compromised by gaps in important quality assurance process, including programme review and assessment and moderation processes, for those courses that are formally assessed. In addition, key compliance aspects are not being attended to in a timely way. For example, registration was temporarily lapsed due to the training scheme not being delivered.

EMA Training is a service-focused organisation that responds well to the needs of its members. A range of training opportunities provide relevant and up-to-date information to business. Training is valued by participants, as evidenced by responses to the Net Promoter Score feedback mechanism which shows a high willingness of respondents to recommend the organisation. Most of training is short-course and non-assessed, structured and timetabled to meet key stakeholders' needs.

A small proportion of training delivered by EMA Training is formally assessed using unit standards. As noted above, quality assurance processes for these courses need strengthening. For example, there was no strong evidence of programme review and there are gaps in assessment and moderation processes which compromise understanding of the validity and sufficiency of achievement. In addition, there are concerns that the organisation does not currently have the capability or capacity to develop quality programme documentation, as the most recent application for a training scheme was declined due to a failure to meet key criteria. It was not clear that management had plans in place to prioritise addressing these failures in quality assurance processes.

While only a small proportion of training is delivered using the PTE's scope of accreditation to formally assess, the issues are of such significance and have existed for a length of time that NZQA cannot yet be confident in either the educational performance or capability in self-assessment of EMA Training.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Achievement goals for most EMA Training attendees relate to an increase in relevant, up-to-date knowledge of specific business-related information shared by experts in the field. There are indications that these goals are being met, with learners articulating the value of gaining important knowledge they can apply immediately to their workplace situations. This testimony is strengthened by the positive comments and high scores noted in the systematically collected Net Promoter Score data.

For the formally assessed learning, where learners aspire to achieving a national qualification, completion is more mixed as the table below shows.

Table 1. Qualification completions EMA Training, 2012-2015

	2012	2013	2014	2015 ²
Certificate in Adult Education and Training	75%	Not offered	60%	45%
Certificate in Business (First Line Management) (Level 3)	18%	33%	11%	0%
Certificate in Business (First Line Management) (Level 4)	73%	Not offered	50%	Not offered
Certificate in Occupational Health and Safety (Workplace Safety) (Level 3)	63%	60%	69%	53%
Certificate in Occupational Health and Safety (Co-ordination) (Level 4)	73%	78%	79%	28%
Diploma in Occupational Health and Safety Management	NA	60%	43%	30%

While learners may still be intent on completion, it was of concern that for those enrolled in 2013 and 2014, considerable time had lapsed between undertaking the training and completing the assessment. It was also of concern that a significant

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

² This data is not finalised and some students enrolled from 2013-2015 still intend to complete the programme.

number of the 2015 cohort had not made any progress. While learner work responsibilities may be partly responsible, there did not appear to be a systematic approach to reviewing delivery or following up with learners to support progress and achievement. EMA reports that 95 percent of unit standards submitted are achieved, although the validity of these results is in question given the gaps in assessment and moderation.

Achievement data is collected, although it was not evident that analysis is conducted to understand performance. For example, the organisation has not been collecting ethnicity data, so was unable to report on comparative achievement by ethnicity.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

There is value in the learning gained by participants in EMA Training workshops and programmes. Learning is relevant, and tools and information can be readily applied in the workplace. EMA Training members are surveyed and value the training opportunities with industry experts that their membership gives them. For some members, bespoke online training has been developed to meet their specific company needs. An indirect indicator of value is the increasing membership of EMA Training, signalling that the services delivered, including training, are in demand and valued.

The organisation provides a survey opportunity for every training event, and this data is analysed and reported to the board of directors. The Net Promoter Score is a calculation based on how likely a participant would be to recommend the organisation. Since 2012, the Net Promoter Score for EMA Training has increased from 19 to 62, with the percentage of 'promoters' increasing from 47 per cent to 66 per cent, and 'detractors' decreasing from 16 per cent to 4 per cent. There is good evidence that the training team looked at this evidence, and the comments that the survey generated, for the purposes of improving the training. A more in-depth understanding of the value of outcomes for trainees could support enhancements to the training offered.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

The organisation has not been effective at meeting NZQA requirements. Key quality processes have not been followed, with no evidence of systematic programme review and moderation. In addition, the organisation does not have effective mechanisms for ensuring that important NZQA rules are understood and responded to. For example, EMA's registration lapsed due to lack of delivery and processes for developing a quality training scheme were inadequate, and consequently the application was declined.

That said, EMA Training workshops, conferences and other single training events are planned and evaluated using evidence from feedback from members, feedback from industry experts, the Net Promoter Score survey and data on enrolments. Less formal feedback is also gathered by the training team via members and participants. For example, at times portfolio managers make contact with members to discuss their needs. Workshops maintain relevancy through the use of subject matter experts as trainers, direct contact with industry and employers, and formal networks including the Business New Zealand health and safety training and advisory group.

Training is delivered at either the new purpose-built facility at Grafton or at a range of other locations in the upper North Island. The new premises at Grafton has been designed to integrate new technologies into learning activities. For some members, bespoke training is developed to match their specific needs. Workbooks used by tutors are reviewed and updated, although some assessments were still using outdated legislation which created confusion for the trainees interviewed by the evaluation team. Rates of achievement, particularly in some programmes, indicate that the block course mode of delivery may not match the needs of some trainees who are aiming to complete assessments while they are in work. This may also relate to a need for better information and advice with regard to assessment guidelines and timeframes and ongoing support.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

The trainers who deliver courses for EMA Training have in-depth industry experience and use approaches that are engaging and relevant. Trainees spoken to by the evaluation team said the trainers tailor the content to match the different trainees' workplaces, and they encourage participants to share information to benefit learning.

As noted above, there are gaps in assessment and moderation that have not been identified or addressed by EMA Training. External moderation results, which sample only a small percentage of total assessments, highlight significant issues with assessment design and the sufficiency of evidence to make assessment judgements. The evaluation team saw examples where feedback to learners was very light and plagiarism went undetected. Trainees' supervisors need more support to understand their role in supporting and verifying learning. These gaps undermine the validity, fairness and intent of assessment.

It was also noted that a significant number of re-sits were required for certain assessments, although this information had not been used to make improvements. There is no documentation to understand internal moderation processes, which appear to lack structure. This is contrary to the process outlined in the organisation's quality management system. In addition, there was no plan evident to improve the assessment for one unit standard that had repeatedly failed NZQA external moderation.

While the Net Promoter Score does give a high-level understanding of satisfaction, other information to understand teaching and learning effectiveness was less formal or apparent. While EMA Training staff talk with learners informally, this feedback was not collated or analysed. There was no evidence of formal programme review and assessment, and achievement data is not used to understand quality.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

There are some good support systems in place for trainees, including the ability to repeat classes when necessary and to get follow-up information and advice. Learners who choose to take formal assessments can follow the progress of their

achievement online. Workshop attendance is carefully monitored and followed up with trainees who do not attend, to see whether they need to be rescheduled.

There are some aspects of guidance and support that could be strengthened. For example, information and advice about unit standards and assessments and how to use the online portal to upload documents could be improved. In addition, it was not clear how EMA Training was working to support learners who needed extra support with literacy or numeracy. For example, there is no system to identify these needs in advance of training. The demands of texts and workbooks are not well understood, except in the case of bespoke training, where literacy demands were analysed at the request of the client.

While EMA Training is committed to learners being able to complete their programme at a pace that matches their needs, it was not evident that the organisation had a systematic approach to supporting learners who are in employment to progress through their assessments.

1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

EMA Training has not attended to important aspects of NZQA registration requirements, some of which have been noted above. A lack of understanding of NZQA rules resulted in the organisation being deregistered and having to reregister. This significant event was not reported in EMA Training's March report. It was not demonstrated that the capacity and/or capability within the team currently is ensuring that moderation, internal and external, and assessment improvements are attended to effectively. This is happening at the same time as a new training scheme and new programmes leading to new qualifications are being developed.

There is evidence of planning and of EMA Training developing new products to better match the needs of key stakeholders. The training team reports monthly to the chief executive and the board, with trainee numbers, Net Promoter Scores and updates on activity included in these reports. There is evidence that EMA Training is responsive when issues are highlighted by the Net Promoter Score, trainee and member feedback, or a lack of enrolments. Less clear in the documentation are systematic quality reviews and planning for programmes, activities and improvements, even when the need has been clearly signalled by an external agency.

With a focus on delivering relevant, useful training to their members, trainers are carefully chosen for their experience and reputation for knowledge and expertise.

Optional monthly professional development evenings were instituted in March 2015, and there is an annual planning day. Most trainers are working towards gaining an adult education qualification.

Management has not effectively ensured that EMA Training is complying with NZQA rules. Systems and processes for monitoring updates and ensuring processes comply are lacking, and it was not clear that planning is in place to address significant quality issues that have been well signalled and require attention.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Certificate in Health and Safety (Co-ordination) (Level 4)

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

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

Recommendations

NZQA recommends that EMA Training:

- Develop robust systems for ensuring important NZQA rules and updates are understood and complied with when relevant.
- Strengthen capability in assessment including internal moderation processes.
- Strengthen systems for supporting trainees who are completing courses while in employment.
- Ensure that important quality review processes occur systematically, including programme review, and review of assessment and achievement data and results from moderation.

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/>.

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