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External Evaluation and Review Report

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

Date of report: 28 August 2019

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

EMA is a membership organisation with a training arm that develops and delivers short courses on employment matters to employers and their employees.

Type of organisation:	Private training establishment (PTE)
Location:	159 Khyber Pass Road, Auckland
Code of Practice signatory:	Not applicable
Number of students:	Domestic: 5,000 annually (72 per cent New Zealand European, 10.5 per cent other European, 10.5 per cent Māori, 0 per cent Pasifika, 4 per cent Asian, and 3 per cent other)
Number of staff:	19 full-time equivalents; 53 facilitators
TEO profile:	NZQA – Employers' and Manufacturers' Association
Last EER outcome:	NZQA was Not Yet Confident in EMA's educational performance and capability in self-assessment at the previous EER in November 2017.
Scope of evaluation:	<ul style="list-style-type: none">• Ultimate Team Leader is a non-NZQA approved programme with the most enrolments comprising six modules over six months. There is no formal assessment.• EMA Certificate in Occupational Health and Safety (Level 3) is a non-NZQA approved programme with 11 unit standards. EMA has consent to assess for the unit standards. This programme provides a pathway to higher-level workplace health and safety non-NZQA approved programmes. <p>The current training scheme was not selected because it has had few enrolments and will be replaced in 2019.</p>
MoE number:	8714
NZQA reference:	C34877
Dates of EER visit:	13 and 14 June 2019

Summary of Results

EMA has demonstrated responsiveness to gaps identified at the previous EER by introducing academic monitoring and ensuring staff have the relevant teaching and assessment skills. Programmes meet stakeholder needs for up-to-date, relevant training.

Confident in educational performance

- Student achievement is good, with over 70 per cent completing courses. The organisation has improved retention and completions with better support and ongoing monitoring of progress, alongside the class-based learning and recently introduced study days.
- Programmes meet employer and employee needs for workplace training. EMA has developed comprehensive resources and is increasing its online support to provide greater student access to these resources.

Confident in capability in self-assessment

- Programme review is ongoing, using stakeholder feedback and leading to tailored programmes that match employers' needs. Experienced facilitators ensure that the training activities are engaging and assist students' application of knowledge in the workplace.
- The governance and senior management teams use research to inform their business activities, including the training arm. Investment in resources is evident, with staff professional development and suitable teaching resources enabling future training needs to be met.
- EMA has implemented self-assessment processes in response to NZQA feedback. These are becoming embedded and will help ensure the organisation assesses its own performance and compliance with NZQA requirements in response to previous EER outcomes.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Seventy-one per cent of students complete the Occupational Health and Safety (OHS) unit standards within 12 months of the last block course. There are still expected completions to be included in this figure, as some students who enrolled in the second half of the year are able to submit up to 12 months after their last block course. The completion rate is higher than in 2017, when 47 per cent completed.</p> <p>The improved completion rate is a result of strategies implemented following the findings of the previous EER. In 2018, EMA strengthened enrolment processes to ensure students are enrolled in the most suitable programme. Study days provide students with additional tuition. EMA also emails reminders to students before block courses and when assessments are due to keep them on track and to monitor where additional support may be required.</p> <p>The new strategies have also had an impact on the Ultimate Team Leader course completions, with over 90 per cent of students completing modules.</p> <p>The organisation's monitoring of achievement has identified that reasons for delays relate to lack of opportunities in the workplace to apply knowledge to demonstrate competency. The organisation's response was to introduce a training support declaration form which employers are required to sign at the enrolment stage to ensure they are aware of their role in supporting students' achievement.</p>
Conclusion:	The introduction of new strategies following the previous EER has enabled the organisation to gather comprehensive information on achievement which it analyses to make improvements.

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

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Student feedback provides evidence of the value of the Ultimate Team Leader programme. Comments show that the students gain confidence from understanding their leadership styles and adapting communication in their roles. The high number of enrolments in this programme each year, and repeat businesses that recommend employees, also supports the value of the programme outcomes.</p> <p>The OHS programme outcomes enable EMA members, who are mainly employers, to meet legislative requirements for ensuring staff have the appropriate health and safety skills. Businesses also benefit because having appropriately trained staff gives clients confidence that they are safe operators.</p> <p>EMA uses net promotor scores to confirm that the training is valued by the students, who may also be employers. The results show that most students rate highly the value of the training. EMA also monitors data on employers which shows that 80 per cent of employers that have used EMA Training for staff development refer their employees to training within three years. This confirms that the training is of value to EMA members.</p> <p>The applied nature of the training enables graduates to use their knowledge to ensure workplace policies and procedures are followed. Eighty-five per cent of EMA graduates surveyed said they have applied the skills in the workplace. Graduates also commented on the value of the training for workplace promotions and for placing them on a training pathway to develop a career in health and safety.</p> <p>EMA has recently begun surveying graduates and collates the results by location, programme, type of training, and for each facilitator/trainer. Of the 30 per cent who responded, 81 per cent rated the programme as highly useful.</p>
Conclusion:	EMA programmes are valued by employers and students because they can readily apply the practical skills and knowledge gained in the workplace.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The programmes meet employer needs for staff training. Employee needs are met by a range of programme pathways that enable acquisition of relevant knowledge and skills for career development. Pathways are based on topics such as legislative requirements and workplace health and safety. EMA also tailors courses to meet employers' specific needs.</p> <p>EMA has appropriate learning resources and activities, also available for students to access online. Materials are reviewed by the trainers at weekly meetings and at the end of each session/module, using student and facilitator feedback to ensure the training meets programme aims and any changes are recorded.</p> <p>Student progress and comments are reviewed monthly by the portfolio manager and at annual training meetings. The Ultimate Team Leader programme is undergoing a full review to clarify learning outcomes and to simplify the learning materials. The OHS programme is an example of where multiple changes to content have been made to keep up with changing legislation. Future programme review would benefit from the inclusion of achievement data and moderation feedback.</p> <p>EMA uses internal trainers and external facilitators with the relevant expertise and qualifications. The academic manager internally moderates a sample of each assessment and provides feedback to the trainers. External moderation requirements are mostly met but some concerns indicate internal procedures could be improved. It is noted that a series of professional development programmes are provided for staff to keep them current with teaching and assessment practices.</p> <p>EMA has set up a health and safety advisory group to provide input to programmes. This is in the early stage of operation. Previously, the training arm has relied on its relationship with the parent organisation and its membership base to understand whether programmes meet needs.</p>
Conclusion:	Overall, programmes match stakeholder needs. While employers are involved in development, a more comprehensive programme review would help identify any improvements required. This would

	involve using employer feedback on the outcomes, not just learner feedback on the training, and the use of achievement data and moderation feedback.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>EMA has implemented a number of changes to its learner information and support processes, which provide effective support for students who are also in employment. EMA relies on employers referring employees, so the PTE has been working to give better information at enrolment and more rigorous pre-enrolment checks to ensure people enrol in the correct programme and level.</p> <p>Study days initially introduced in 2017 have also contributed to higher completions. Students' feedback shows that they find it useful to have a day to focus on study; they also have one-on-one tutor support. Data shows that those learners who attend the study days complete their studies within one year. This optional programme activity has been introduced across all of EMA's programmes in 2019.</p> <p>Employer support declaration forms are another example of a recent pilot initiative to help students to achieve. The form is a tool to help employers understand what they need to do to provide opportunities in the workplace for the student to complete the assessment. The effectiveness of this will be captured in the next graduate survey.</p> <p>The website gives students access to study resources and enables them to upload assignments. The site is also used to remind students of course dates and when assessments are due.</p> <p>EMA responds to any suggestions for improvements, such as changing the way students upload their assessments for marking online. Each portfolio manager keeps records of communications and usage of online resources, and tracks feedback from the database in addition to classroom evaluation forms.</p> <p>EMA's analysis of data shows that more people are completing within the expected timeframes, which indicates that the support processes are effective.</p>

Conclusion:	Implementation of additional support processes, many now embedded, is contributing to preliminary data results showing more completions within the expected timeframes.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>EMA has effective governance and management planning and review processes to monitor the training outcomes and to ensure it is meeting stakeholder needs. The newly appointed chief executive has a clear direction and the organisation has invested in resources to ensure that students have the right level of support, trainers are appropriately qualified, and resources are up to date.</p> <p>Staff are well supported, and a recent restructure is enabling the division of roles to better cater to a changing employment environment and ensure sharing of responsibilities within teams. The whole of EMA, including the training arm, meets annually. This gives training staff an opportunity to reflect on the training activities and engage in professional development.</p> <p>There is a strong understanding of stakeholder needs at all levels as a result of the parent organisation's (EMA Northern) provision of advocacy, advice and training for employers. EMA Northern collaborates on some course developments with other EMA branches nationally, but is the only branch registered as a PTE.</p> <p>The organisation has been focused on improving academic rigour and monitoring processes since the last EER. The organisation has implemented many actions for improvement successfully and is on track to achieve all planned actions. It aims to develop more long-term relationship with its students, so is developing an e-learning portal to enhance student engagement and cater to their need for life-long learning.</p>
Conclusion:	EMA has capable governance to provide direction and monitor the quality of training to enable students to succeed. A flexible approach to training and strong stakeholder engagement through EMA's membership services helps to address training needs.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>EMA has continually developed its compliance monitoring processes since the previous EER in 2018; in 2017 there was also good coverage of compliance responsibilities. The quality manager is responsible for annual reviews of training compliance, and the governance team reviews compliance at board meetings.</p> <p>Standard setting body external moderation requirements have mostly been met in recent years. EMA has met 2018 NZQA external moderation requirements. The Skills Organisation 2018 moderation results are expected towards the end of this year.</p> <p>EMA keeps up with the latest industry employment requirements, including employment law and health and safety legislation, through the parent organisation's advocacy role.</p> <p>While the parent organisation has implemented self-assessment across the organisation, the self-assessment policies and procedures in the quality management system require updating to reflect current practices.</p>
Conclusion:	EMA is effectively managing its compliance responsibilities.

Focus Areas

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

2.1 Focus area: Ultimate Team Leader (short courses)

Performance:	Good
Self-assessment:	Good

2.2 Focus area: EMA Certificate in Occupational Health and Safety (Level 3)

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

- Refine programme review policies and procedures to include information on employer feedback, learner achievement and moderation.
- Improve analysis of employer and graduate feedback on the application of learning outcomes following completion of NZQA-approved and non-approved programmes to demonstrate the value of the training.
- Review the organisation's overall self-assessment policy, procedures and responsibilities to ensure they are comprehensive and reflect current practice.

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 fraud²*
- *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.*

² NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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