



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Employers' and Manufacturers'  
Association (Northern) Incorporated

Date of report: 12 October 2023

# About Employers' and Manufacturers' Association (Northern) Incorporated

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*Employers' and Manufacturers' Association (Northern) trading as EMA Training provides training and events to EMA members. Training typically comprises short courses in the areas of health and safety, and leadership and supervision, delivered alongside a small portfolio of formal programmes and/or micro-credentials.*

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Type of organisation:	Private training establishment (PTE)
Location:	159 Khyber Pass Road, Grafton, Auckland
Eligible to enrol intl students:	No
Number of students:	2022: 4,800 attendees on all EMA programmes including non-NZQA approved programmes  118 registered on programmes including unit standards or NZQA-approved programmes (55 equivalent full-time students)  12 per cent Māori, 2 per cent Pasifika, nil disabled students
Number of staff:	EMA – 89 full-time and two part-time/casual  EMA Training – 12.75 full-time staff and 26 contract tutors
TEO profile:	<a href="#">Employers' and Manufacturers' Association trading as EMA Training</a>  EMA is a member organisation. Learners are registered on courses and events by their employers. EMA training has no full-time students.
Last EER outcome:	Confident in educational performance and Confident in capability in self-assessment

Scope of evaluation:

- Certificate in Health and Safety Representation (Training Scheme) (Level 3) (124802-1)
- New Zealand Diploma in Workplace Health and Safety Management (Level 6) (124527-1)

MoE number: 8714

NZQA reference: C53253

Dates of EER virtual visit: 7-9 June 2023

# Summary of results

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*Many learners gain useful skills and knowledge. Self-assessment across the organisation is variable, particularly in the use of data analysis to understand educational performance and to identify improvements to contributing processes. EMA Training has not addressed recommendations from the previous EER relating to programme review, analysis of feedback to demonstrate value, and self-assessment policy review.*

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## **Confident in educational performance**

- Learners are gaining useful health and safety skills and knowledge and are applying them in the workplace. The PTE uses achievement data to track performance against objectives. Further data analysis to determine overall trends year on year would enhance understanding of educational performance and identify areas for improvement.

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

- EMA is well connected to stakeholders and learners through membership and events. High net promoter score ratings (67-69 for the past four years) and repeat business from members indicate levels of learner and employer satisfaction. Regular collection and analysis of feedback from employers on the contribution EMA training makes to their business success would enhance EMA's understanding of the value of outcomes for learners and employers.
- EMA is governed and led by an experienced board and effective leadership team. However, EMA Training is not well defined within the parent organisation, and the extended vacancy in the head of learning role has reduced the effectiveness of educational leadership within the PTE.
- EMA Training is not following its own policies and processes to assure quality of teaching and learning including programme review, teacher observation and internal moderation. Self-assessment policies and processes need to be reviewed and embedded throughout the

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organisation to drive educational performance and improvement.

- EMA training manages its compliance obligations effectively. However, improvement is required to meet all NZQA requirements including internal moderation and timely reporting of unit standard credits.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Most EMA training is one to two-day courses designed specifically to meet employer needs. EMA uses attendance at all modules as an indicator of success for this type of training. From 2019 to 2022, at least 97 per cent of learners attended all modules.</p> <p>NZQA-approved programmes and unit standard assessment make up a small proportion of delivery. Achievement in these programmes is satisfactory, with an average qualification completion rate of 73 per cent over the past four years.</p> <p>The number of learners completing unit standards has grown from 214 in 2019 to 441 in 2022. Most unit standards are in the health and safety domain. For some learners, attaining these unit standards meets the regulatory requirements to be health and safety representatives in their workplaces.</p> <p>There is no significant parity gap in achievement for Māori and Pasifika when compared with all learners. Numbers of Māori and Pasifika are often small, and so percentage comparisons have limited utility.</p> <p>EMA has created targets for learner achievement. However, systems to provide meaningful understanding and descriptions of achievement data – including withdrawals and non-completions – need development to bring about improvements in educational performance.</p>
Conclusion:	Workshop attendance and unit standard completions demonstrate satisfactory achievement. Achievement rates for NZQA-approved programmes could be improved

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

	by a better understanding of why learners do not complete.
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## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Learners and stakeholders appear to be getting good value from the courses and programmes. Most learners (92 per cent) sampled in the two-yearly learner survey say they always or frequently apply the knowledge and skills they have gained in their training. The same proportion of respondents also said the course was important to their career. This provides useful insight, albeit from a very small sample of learners across a broad training offer. Further work is needed to fully understand achievement and demonstrate the value of outcomes.</p> <p>There is a reliance on the net promoter score, anecdotal feedback from facilitators and learners, and return business with employers to indicate customer satisfaction. Ninety-nine per cent of registrations are paid for by employers. There was some anecdotal evidence that EMA courses have resulted in improved practice in the workplaces.</p> <p>Information from employers has not been systematically gathered to provide a clear picture of the value of outcomes or the contribution of EMA Training to their business success. Some useful stakeholder evidence was collected as part of the consistency review for the New Zealand Diploma in Workplace Health and Safety Management. Regular collection and analysis of this type of data for all programmes would improve self-assessment and understanding of value.</p> <p>There are opportunities to use existing communication processes within the EMA membership model to gather strong evidence of the value EMA Training offers to participants and employers. This knowledge and understanding could then be used to make improvements</p>

	to training, increase the value of the training, and guide marketing and promotion to members.
Conclusion:	Health and safety training appears to be providing some value to both learners and employers. However, evidence is largely anecdotal and not systematically analysed or used to inform decision-making and improvement.

### 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>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>In addition to a broad range of short courses and seminars, EMA Training offers some longer NZQA-approved programmes with embedded unit standards or module-based assessments. These programmes are mainly in the health and safety domain. Bespoke courses are often designed and delivered on site to meet employer needs.</p> <p>EMA training purposefully organises the learning activities which lead to the desired outcomes. Block courses introduce core concepts and provide learners with opportunities to develop relationships with other learners and facilitators through interactive learning and group discussion.</p> <p>Work-based assessments are marked and cross-marked by a small team of assessors to ensure consistency across a range of facilitators. Assessment feedback gives useful guidance and indications of progress. External unit standard moderation is consistently good. However, there is no external moderation in place for the New Zealand Diploma in Workplace Health and Safety Management. Recent NZQA monitoring activity required EMA to improve internal moderation processes in this diploma programme.</p> <p>Feedback from learners about their learning experience is used to make some improvements. An example is a change to the way study sessions are offered to diploma students. However, the absence of a functioning programme review process means it is difficult to gain a clear understanding of how well programmes are meeting needs. Learner</p>



	<p>feedback is not systematically used to inform programme review, and employer feedback is likewise not systematically gathered or used. Where improvements are made, there is limited monitoring to understand the impact of the change.</p> <p>EMA is not compliant with its quality management system, and several important quality assurance policies are not being followed, including programme review and teacher observation.</p>
Conclusion:	<p>Workshops and programmes appear to be meeting the needs of most learners and other stakeholders. Learner feedback is being used to make some improvements. However, programmes and training are not being systematically reviewed which reduces confidence in the quality and consistency of delivery.</p>

#### 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Most EMA learners are engaged in short blocks of facilitated learning, with any associated assessment completed in the workplace. Sessions are interactive and facilitation focuses on building group relationships through team activities.</p> <p>Learner support needs are different for those engaged in short one or two-day courses compared with those on the longer certificate and diploma programmes. Study support is provided for these longer courses through regular video-conference sessions. Learners report that they developed strong relationships with peers and have maintained social and professional networks that support them in their work roles.</p> <p>EMA Training's new training management system now makes it possible for facilitators of public courses to access class lists with relevant information about participants and their workplaces before the training, including demographic information. Trainers report that they previously often went to the first class with little more</p>

	<p>than a list of student names. The new system enables them to better understand learner contexts in advance and tailor relevant and meaningful scenarios for class discussion and group activities.</p> <p>The self-review of the Education (Pastoral Care of Tertiary and International Students) Code of Practice has been completed. The quality assurance manager will be attending a workshop, and a more comprehensive review covering all Code of Practice outcomes may identify additional areas for improvement.</p> <p>There is limited analysis of learner support needs to understand how well these needs are being met or to identify areas for improvement. Often the degree of support provided depends on the initiative of the individual trainer rather than as part of a consistent approach guided by policy and procedures.</p>
Conclusion:	<p>Skilled and knowledgeable facilitators support the learners. Feedback is gathered from learners and used to make changes, but these appear to be ad-hoc and are not monitored for effectiveness. A more comprehensive review of the Code of Practice would provide assurance that good learner support is a key focus for EMA Training.</p>

### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>EMA has a clear organisational purpose and strategy, with an experienced board providing strong governance. EMA Training is a department within the services and operations division of EMA. EMA Training is represented at the executive leadership level through the head of services and operations who is a member of the EMA leadership team. This distributed leadership model – whereby some of the senior roles in EMA Training span both EMA and EMA Training – lacks a focus on educational performance. The EMA Training leadership group appears loosely defined. The group meets intermittently (about four or five times a</p>

	<p>year) and no minutes are taken or agreed actions documented.</p> <p>Covid lockdowns significantly reduced EMA's ability to deliver workshops and face-to-face training, and EMA Training is currently in a rebuilding phase. While there are clear business goals, the extended vacancy in the head of learning role appears to have had a detrimental effect on the academic leadership of programmes and EMA's ability to undertake key quality assurance processes.</p> <p>An extensive technological transformation project is a work in progress, with the intention of making improvements in the marketing, administration, design and delivery of training. A new learning management system (Docebo) and a training management system (Arlo) will provide opportunities for improved online learning, management of learner journeys and engagement, and marketing of related courses.</p> <p>EMA is a large organisation with training and learning as a key component of the value proposition to help members and workers succeed. It is important that the leadership of EMA Training maintains a focus on the requirements for PTE registration to ensure educational achievement is well supported.</p>
Conclusion:	EMA has a clear purpose and strong leadership. The technological transformation project provides opportunities to improve and scale up delivery of training. However, there are some key aspects of the PTE management that need to be strengthened to improve the quality of delivery and better understand achievement.

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	EMA is managing most compliance accountabilities well and has a clear focus on delivering programmes in line with the NZQA programme approval. There was some late reporting of unit standards between 2019 and 2022. It is important that results are reported promptly as some learners may be

	<p>needing their record of learning for regulatory reasons, new job roles or wage increases. The reporting system to NZQA has been updated to improve this process to ensure that credits are reported within three months of assessment.<sup>2</sup></p> <p>The quality assurance manager monitors changes to relevant legislation and rules and reports regularly to the leadership team on compliance matters.</p> <p>The focus on technological improvements, and the rebuilding after Covid appears to have taken the focus away from some important quality assurance processes.</p> <p>The quality management system is comprehensive but does not reflect current practice. Key policies and processes not being followed relate to teaching observation, performance appraisal and programme review.</p>
<p>Conclusion:</p>	<p>Effective systems are in place to monitor compliance and to meet most important external compliance accountabilities. The quality management system needs to be reviewed so that practice conforms with internal policies and processes.</p>

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<sup>2</sup> As required by: Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022. Part 2 – Maintaining consent and approval. 10.1.b

# Focus areas

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

## 2.1 New Zealand Diploma in Workplace Health and Safety Management (Level 6)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Learners usually complete the programme over two to three years. Completion and engagement is monitored and understood. Qualification completion in 2019 was 71 per cent. The EMA target – to maintain 70 per cent of learners actively engaged after one year of study – was exceeded from 2019 through 2021.</p> <p>There is an appropriate mix of theory and applied learning in the diploma. Learners are extending their knowledge and skills and applying these in the workplace. Practical assessments are completed in learners' workplaces with supervisor observations and checklists contributing to assessment judgements.</p> <p>The teaching team includes experienced health and safety practitioners who are facilitators, with assessment marking allocated to two staff.</p> <p>Most facilitators have been with EMA for six years or more and are also working in senior consulting roles in the health and safety sector. Students valued the current sector knowledge and the use of real-world examples in workshops.</p> <p>Achievement data is monitored but there is limited information about why learners do not succeed. Feedback from learners and EMA members could be further analysed to understand how well the programme is meeting needs and the value of outcomes.</p>
Conclusion:	Learners are gaining useful skills and knowledge which are applied in their workplaces during their study and after graduation. Effective programme review using data and feedback from stakeholders would enhance EMA's

	understanding of the value of the programme and provide information to guide improvement.
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## 2.2 Certificate in Health and Safety Representation (Training Scheme) (Level 3) (124802-1)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The training scheme is delivered as a public course or bespoke on-site workshop followed by assessment of unit standards in the workplace. Between 2019 and 2022, 906 learners completed unit standard 29315.<sup>3</sup></p> <p>Learners and employers gain value from this programme as it meets the legislative requirement for health and safety representatives to be able to exercise their powers under the Health and Safety at Work Act.</p> <p>A thorough review of the training scheme in the context of EMA's suite of health and safety programmes would provide useful information to ensure programmes continue to meet EMA's training needs and NZQCF<sup>4</sup> requirements.</p>
Conclusion:	The training scheme is popular and provides large numbers of learners with the opportunity to achieve a useful credential for health and safety representative roles. A review would help to align and update EMA training that includes health and safety unit standards.

<sup>3</sup> 'Describe the role and functions of the Health and Safety Representative in a New Zealand Workplace.'

<sup>4</sup> New Zealand Qualifications and Credentials Framework

# 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:

- Review current practices to strengthen programme review processes to support understanding of learner achievement, assessment practice, student support and value of the training to employers and graduates, as noted in the recommendations from the 2019 EER:
  - Refine (and implement) programme review policies and procedures to include information on employer feedback, learner achievement and moderation.
  - Review the organisation's overall self-assessment policy, procedures and responsibilities to ensure they are comprehensive and reflect current practice.
  - 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 quality management system to ensure it is comprehensive and reflects current practice.
- Establish a governance structure for EMA Training, and specify clear roles and responsibilities for educational management within the PTE.
- Continue to build organisation-wide capability in analysing data, and develop processes to strengthen self-assessment.

# 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.*

NZQA requires Employers' and Manufacturers' Association (Northern) Incorporated to: Ensure all unit standard results are reported to NZQA with three months of assessment. When a TEO assesses students against unit standards, and the students pass those assessments, then the credits must be reported.

See: [Consent to assess against standards on the Directory of Assessment and Skills standards Rules 2022](#) Standards Rules 2022 Part 2. Section 10.1b



# 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 fraud<sup>5</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.*

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<sup>5</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 2022, 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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 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, micro-credentials 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 2022. 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)