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Report of External Evaluation and Review

M&O Pacific Limited
trading as Wood Group Training

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 27 July 2016

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MoE Number: 8950
NZQA Reference: C22180
Date of EER visit: 20 and 21 April 2016

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:	Wood Group Training
Type:	Private training establishment (PTE)
First registered:	1993
Location:	28 Manadon Street, Spotswood, New Plymouth www.woodgrouptraining.com
Delivery sites:	26, 28 and 32 Manadon Street, New Plymouth Hot Fire Training Centre, Tai Road, Oaonui, Opunake
Courses currently delivered:	Wood Group Training offers an extensive list of short courses which can be loosely grouped under the following vocational areas: Crane, Machinery and Driving; Health and Safety; First Aid; Fire; Industrial; Marine and Aviation.
Number of students:	There were more than 6,000 enrolments during 2015. This total includes repeat students completing mandatory refresher courses and/or non-NZQA unit standard-based courses.
Number of staff:	26 full-time, two part-time. Most staff are trainers.
Scope of active accreditation:	See Wood Group Training accreditations
Distinctive characteristics:	'Our distinctive characteristic is that we deliver technical training onsite to high risk industries which traditionally has been drawn from the oil and

gas industry. Since 2014 we have expanded our offering to other industries like construction, infrastructure, manufacturing and engineering. Wood Good also provide Health and Safety in Employment (HSE) Consultancy and Auditing services. Training is now more customised towards their particular needs and are not just “off the shelf” products. This may include on-site training at customers’ locations.’ Source: Wood Group Training.

Recent significant changes: In August 2013, the PTE purchased another locally based PTE which expanded the training offering into driver training and additional health and safety-related courses. Some staff from that PTE now work for Wood Group Training, including the principal driver trainer and quality advisor.

In 2015, the PTE changed its trading name from M&O Pacific Limited to Wood Group Training (M&O Pacific Ltd was originally purchased by Wood Group in August 2009).

Through their reporting relationship with the parent company, [Wood Group PSN](#), staff from the PTE have been actively involved with setting up a Registered Training Organisation (RTO. No. 41287) based in Melbourne, Australia.

Due to the downturn in the oil and gas industry, the PTE had a round of redundancies in mid-2015 to ensure the business remained sustainable.

In December 2015, the PTE employed an additional driver trainer to facilitate the increase of volume in this area of training. In 2016, the PTE appointed a new operations manager and an additional 0.8 training coordinator position.

In other personnel changes, a new general manager was employed in January 2013. The training manager (also employed in 2013) was promoted to a group manager role in 2015. The training manager’s job has since evolved into an operations manager role, and the additional 0.8 position has been created to support the manager to better reflect the job size. In 2015, a marketing

sales and operation team was established and is overseen by a coordinator. A staff member is now based in Auckland, focusing on consolidating business outside of Taranaki. The organisational change at the PTE seems to have been strategic and well managed.

Previous quality assurance history:

At the external evaluation and review (EER) in 2012, NZQA was: Highly Confident in the educational performance and Confident in the capability in self-assessment of the PTE.

Since the previous EER, the PTE has provided assessment materials for pre- or post-assessment external moderation for over 40 unit standards. Industry training organisations moderating Wood Group Training assessments have included The Skills Organisation and the Motor Industry Training Organisation (MITO). NZQA has moderated First Aid standards. Records show very good performance in meeting national standards requirements for assessment.

Wood Group Training is certified to ISO 9001:2008 standards and had a full three-day recertification audit in May 2015. This resulted in recertification, with a high degree of compliance with the standard reported.

Since 2014, the PTE has also had 14 days of external audits relating to its International Well Control Forum (IWCF) and Offshore Petroleum Industry Training Board (OPITO) certified training. This included observation of training. An ACC audit relating to self-monitoring status took place in 2015. Any corrective actions arising from these audits have now been closed off.

Professional affiliations:

These include: OPITO, IWCF, Standards of Training Certification and Watchkeeping for Seafarers (STCW), Automobile Association, and the New Zealand Transport Agency.

Continued Professional Development Accreditation with the Plumbers, Gasfitters and Drainlayers Board (14 courses); Association of Emergency Care Training Providers – member; Crane

Association of New Zealand – associate member;
 Elevated Work Platform Association of New
 Zealand – membership.

2. Scope of external evaluation and review

Focus areas and rationale for selection		
1.	Governance, management and strategy	This focus area is mandatory in all EERs. It has importance for the quality of the educational experience for students, matching the needs of key stakeholders, the employment experience of staff, and the legal, ethical and compliance context for operating as a registered PTE.
2.	Oil and Gas-related training Short courses including, for example: Gas Testing; Confined Space Rescue; Permit to Work; Employ Fall Arrest Systems; Basic Offshore Safety Induction and Emergency Training (BOSIET); Helicopter Underwater Escape Training (HUET)	Both of these focus areas are key training areas for this PTE. They relate to occupations with significant occupational risks and which require staff to engage in regular, certified training. Workers from various industries (both land and sea-based) undertake these courses across both focus areas. Together these two focus areas cover most of the students enrolled at the PTE, according to 2015 enrolment data. They also cover the various sites used by the PTE, including the Hot Fire Training Centre in Oaonui.
3.	Fire Safety-related training Short courses including, for example: Wear and Operate a Breathing Apparatus; Fire Extinguisher Use and Operation; Fire Team Member; STCW1 Advanced Firefighting	(The focus areas in the previous EER were Short Courses and Marine Training.)

¹ Standards of Training Certification and Watchkeeping for Seafarers (STCW).

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.

A pre-scoping meeting was conducted by phone six weeks before the on-site visit. Two evaluators conducted the on-site enquiry over one and a half days. The evaluators met with or interviewed by phone:

- The group manager (acting general manager²), the current training manager and new operations manager, quality advisor, marketing and sales coordinator, corporate and finance manager. Seven trainers were also interviewed, as were 13 students attending fire fighting training at the Oaonui site. For all of the staff interviewed, this was their first EER, and apart from a few trainers all had joined Wood Group Training since the previous EER.
- Five representatives from companies that make significant use the PTE's training services. A group of former students were also interviewed by phone. These interviews were supplemented by a recent industry survey and records of student survey data gathered by the PTE.

The evaluators considered the following documentation as part of the evaluation:

- A self-assessment summary and summary data on training activity and the volume of training across courses since the previous EER.
- Components of the quality management system and associated strategic planning documents, surveys, analysed patterns of course results, meeting minutes; a selection of staff files (CVs, recruitment and induction records, records of peer observation of training, and professional development activity).
- Internal and external moderation plans and reports, including samples of marked student work, and schedules for course reviews, course outlines (including NZQA approval records), training materials, website and written guidance material.

A significant proportion of the documentation viewed was selected at random based on reference by staff to key tools and processes during the interviews.

² The general manager of the PTE was on bereavement leave overseas at the time of the EER visit.

The evaluators were also shown the facilities used by staff and for training including classrooms, the fire safety training ground, marine training centre, and new driver training facilities and associated specialist equipment.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **M&O Pacific Limited trading as Wood Group Training**.

Wood Group Training offers short courses with relevant content that is important to industry and the economy in general. Courses are taught by competent trainers with specialist expertise and relevant industry experience. The course delivery and related skills assessments are sound and link directly to the safe working practices of thousands of people employed across New Zealand and off-shore.

Strong educational performance is demonstrated across numerous factors:

- High-quality, well-maintained equipment and facilities represent significant capital investment. These are subject to ongoing development and improvement based on reflective practices by staff, feedback from users, and strategic planning by management.
- Capability exists across management, administration and training staff to develop, arrange and deliver high-quality training in a diverse range of topics. The solid administrative systems that support the training reflect, for example, the ISO quality assurance certification held by Wood Group Training. Regular external audits of training by international certifying bodies also provide ongoing quality assurance.
- The training venues are in many cases quite exceptional.
- The high course success rates are credible (see Findings 1.1). The certifications and unit standards students achieve have internationally transferable value to the students and the companies they are employed by (see Findings 1.2). Industry recognises the quality of the training, with a good proportion of repeat business and 'recommended' or 'preferred training supplier' arrangements.

Wood Group Training is nimble and highly geared, offering numerous short courses every week. It is owned by Wood Group PSN, which itself has considerable training expertise as well as direct involvement in heavy industry. The governance and management structure seems effective, and since the previous EER the provider has benefited from more integration with the operations of the Australian parent company and its training in South-East Asia. It has also responded successfully to various operational challenges presented by the economic downturn currently affecting the oil and gas sector.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **M&O Pacific Limited trading as Wood Group Training**.

A range of useful self-assessment procedures and processes are being actively used at Wood Group Training to both monitor performance and facilitate improvements in quality or student achievement. Enhancements to training practices, materials and facilities arise from these ongoing self-assessment activities.

- Analysis of patterns in course delivery and student performance is appropriate. A 2015 industry survey now also provides useful benchmark information about perceptions of customer satisfaction and value reported by client companies. Full implementation of the new student management system is likely to further enhance data analysis and reporting.
- Moderation sampling processes are being actively used to closely monitor the quality and validity of all assessment activities across all courses, and this leads to adjustments where necessary. The results of moderation by industry training organisations positively reflect this.
- Record-keeping and information management systems appear very strong, and have been enhanced since the previous EER by purchase of both the new student management system and a client relationship management system, and more significantly the efforts of the quality advisor. Random samples of records, minutes and reports revealed a high quality standard – and action points arising were in almost all cases clearly being followed up or had been completed.
- Scheduled course reviews occur, but a gap surfaced during this evaluation – an additional, lower-level unit standard was being assessed as part of an approved level 4 training scheme. Although the content is congruent with the subject and at a lower level (level 3), this information was not included in the original NZQA application and is non-compliant with the current approval. This needs to be rectified promptly.

The most obvious and comprehensive or wide-ranging improvements since the previous EER are at the strategic level: the scope of training has been successfully widened into driver training; and new facilities have been built or leased to accommodate planned growth. Increased activity in the international sphere, as noted above, further develops staff capability, experience and awareness of international trends. Self-assessment has been an important and documented aspect of all these improvements.

Findings³

1.1 How well do learners achieve?

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

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

From 2009 to 2014, 98 per cent of students who enrolled successfully completed their course. From January to October 2015, records show 89 per cent course completion across all short courses, with 239 on-job assessments still to be completed at the time of the EER. It is anticipated that most of these will be completed.

A variety of monitoring data is used by management to track learner performance. This includes: course-by-course completion tables; annual summaries tabulating every course outcome; and cumulative results over time. Reasons for non-completion are known, and usually relate to only partial attendance at training or incomplete or otherwise deficient assessment submissions.

In most cases, and certainly within the focus areas of this evaluation, students enrol at Wood Group Training at the direction of their employer or contractor. Many come for refresher training. Proving themselves competent and passing the short course are of primary importance to each individual's ability to engage in particular work tasks. This provides a strong incentive to participate fully in the training and to pass assessments. Most students also have specific technical knowledge or a good grasp of the working environment into which the skills will need to be transferred, and this supports ready acquisition of knowledge and skills.

Effective teaching and assessment practices by trainers, and structured academic oversight which includes planned internal moderation, also assist with learner achievement at Wood Group Training. External moderation and feedback from client companies support a view that the training is effective and the results reliable.

There are slightly lower on-job assessment completion rates in some longer or higher-level courses. New practices for following up students were adopted in 2015, and these have already led to an improvement in completion rates. Fundamental to this is closer monitoring and more timely communication and follow-up with client company training managers. Stakeholders contacted by the evaluators confirmed that this was a useful improvement in practice by Wood Group Training. Course review processes and trainer reflection on teaching also contribute to improved pass rates.

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

Wood Group Training enrolment processes have only gathered ethnicity data since the start of 2016. Management asserts that all groups perform well, but analysis or comparison between courses and/or ethnic groups, although planned, has yet to occur. A new student management system will likely facilitate enhanced reporting and analysis of achievement. Data migration from the previous student management system and related administration staff training was occurring during this evaluation. Overall, self-assessment of achievement data is good, but is not the strongest aspect of Wood Group Training's self-assessment activity.

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 **Excellent**.

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

Wood Group Training offers short courses with content that is important to industry, and is delivered by trainers with specialist expertise and relevant industry experience. The course delivery and related skills assessments are credible and link directly to safe working practices for thousands of people employed across New Zealand and off-shore. Certifications or unit standards gained by students are in most cases an absolute requirement by client companies.

The training outcomes (unit standards, industry-recognised 'tickets', certificates and qualifications) are portable; they are recognised internationally by industry in numerous cases and facilitate professional mobility by some graduates. A small sample of graduates interviewed had plied their trade in the oil and gas industries in Angola, Vietnam, various parts of Australia, as well as in Taranaki. They stated that the currency of the certifications they achieve through Wood Group Training has been relevant to their work.

Some aspects of training made available by Wood Group Training are unique to New Zealand, in particular the Hot Fire Training Centre in Oaonui.⁴ Similarly, the indoor pool facilities at the Manadon Street, New Plymouth site allow for internationally certified courses such as Basic Offshore Safety Induction and Emergency Training (BOSIET) and Helicopter Underwater Escape Training (HUET). These multi-day courses use a variety of industry-standard equipment and safety devices. Industry stakeholders said these reflect the types of equipment used, for example on oil rigs.

A group of students interviewed by the evaluators who were undertaking training at Oaonui work at a large methanol manufacturing plant near New Plymouth. A Hot Fire Fighting Certificate is a mandatory requirement in most job descriptions there.

⁴ A similar facility used by the New Zealand Fire Service in Rotorua is not publicly available.

Many of these staff had attended Wood Group Training courses over the years and all spoke very highly of the facility and the approach to training. Unique skill development occurs at Wood Group Training venues to assist with the potential of transfer to incidents within the workplace. Although challenging, Wood Group Training could strengthen self-assessment under this key evaluation question by gathering more data about the value of the outcomes for each of their course offerings, where feasible.

The anonymised, online 2015 key client survey is an important step towards richer outcomes data. The findings were generally positive, with 'some surprises' among the comments received, indicating that occasional performance lapses were not necessarily detected through previous methods. This is a new initiative and was well designed and executed.

As well as serving the needs of the oil and gas industries with localised training, Wood Group Training contributes to a diverse range of other training needs including driving, first aid and occupational health and safety. These are important to land-based industries in Taranaki and elsewhere. ISO and other certifications are key components of both quality assurance processes and the outcome value/matched need.

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 **Excellent**.

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

Excellent matched needs are reflected in a number of key themes documented in administrative or self-assessment processes, and were confirmed directly through stakeholder interviews or the PTE's key client survey findings. Wood Group Training says that it offers 'tailored solutions'. As well as generic training courses open to all companies, more specific courses are offered which may include training materials written specifically for a company. Examples of these were sighted by the evaluators. The training may also occur on a company site, and use workplace resources and equipment. Feedback shows that Wood Group Training is generally very timely in responsiveness, and that negotiation on format, content and site of delivery meets the requirements of the client companies. Wood Group Training is a nimble and highly geared PTE, successfully offering numerous short courses every week in various topics at different locations.

High-quality training facilities, training materials, and overall trainer quality all clearly contribute to well-matched and met needs. Wood Group Training 'competes on quality and not price' within a highly competitive training market where competitors may undercut. Wood Group Training has become more integrated with the operations of the Australian parent company, which itself has considerable

training expertise. One example of this is the participation by Wood Group Training in courses delivered in South-East Asia. In-house publications and developing networks with other trainers expose trainers to international best practice. This is an area of improvement since 2012.

As indicated under Findings 1.1 and 1.2, the certifications or unit standards that graduates achieve relate directly to managing risk, hazard minimisation, harm reduction, and ISO or other compliance requirements within the companies that send the trainees for training. For other courses offered, the outcomes may be more general in their value, but match a need, either personal or professional, for validated training.

Scheduled course reviews, student surveys, post-training review forms completed by trainers, and post-training audits of records by the quality advisor all contribute to a picture of close, ongoing scrutiny of training quality. A gap identified by the evaluators during this evaluation was that an additional, lower-level unit standard was being assessed as part of an approved level 4 training scheme.⁵ Although the content is congruent with the subject and at a lower level (level 3), this was not included within the original NZQA application and is non-compliant with the current approval. This needs to be rectified promptly. This was the only substantial gap identified in this evaluation. Industry training organisation moderation results are sound, and in other respects Wood Group Training meets NZQA requirements.

There have been no formal complaints by students or clients since the previous EER. ISO quality procedures require that complaints be documented.

1.4 How effective is the teaching?

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

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

A number of factors support this rating:

- Trainers recruited must have extensive industry experience, and from that starting point are inducted systematically into the company training culture.
- Trainers are both required and assisted by Wood Group Training to gain the National Certificate in Adult Education and Training (Level 4) during

⁵ An integrated assessment (combining unit standard 25510 *Operate an atmospheric testing device to determine a suitable atmosphere exists to work safely*, and unit standard 3058 *Perform gas tests for an energy and chemical plant*) was externally moderated by MITO in 2015, and met their requirements.

employment. This is the PTE's internal benchmark for an adult education-related qualification.

- Provision of other relevant professional development in subject areas is made available, including time and funds allocation, from time to time. Trainers maintain close contact with their particular specialist subjects.
- Trainers are given opportunities to train in new areas, which reportedly 'keeps us fresh...challenges us'. Related to that, opportunities to observe a range of fellow trainers – across a range of subject areas – facilitates cross-pollination of ideas, and provides exposure to 'high performers'.
- Peer-observation processes are prescribed using a very good assessment tool; this appears to be in active use, involving all or most trainers. Interventions by management when trainer performance is less convincing are sound and fair. Documentation around this was sighted by the evaluators. Performance management occurs, although annual performance appraisals had not yet occurred in 2016 due to modifications to process being rolled out by Wood Group International.

Trainers interviewed are confident in their abilities, and students rate them well as reflected both by the collated survey findings and in direct comments to the evaluators. Solid processes for inducting students and bringing their industry skills and experience into the training setting reflect good adult education practice. There is strong camaraderie and mutual support among trainers.

Teaching materials at Wood Group Training are of excellent quality. Workbooks, training resources and facilities are all high quality and subject to ongoing improvements. Among management there is experience in developing a curriculum for distance learning, and although there is no explicit use of embedded literacy and numeracy within teaching practices (and this is an area that Wood Group Training should explore), material does show attention to clarity and simplicity. In addition, a consultant with curriculum expertise has recently been working on further improving material.

Ongoing review is revealed in several practices: 'toolbox meetings' involving trainers and management, event booklets which capture improvement opportunities on an ad hoc and ongoing basis, regular student surveys, and internal moderation which has increased in frequency over the last year. Practices here are authentic, embedded and used to both monitor performance and improve teaching.

A notable aspect of the quality assurance practices at Wood Group Training is that assessment and moderation of assessment are explicitly linked to the overall quality of training. Assessment is treated as a key part of ensuring that training outcomes are comparable between trainers and courses, and are applicable to industry requirements. Moderation is not seen as a 'compliance' moment but as

one quality assurance step within an overall system. ISO and other international quality certifications provide the structures for this system.

1.5 How well are learners guided and supported?

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

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

Guidance and support at Wood Group Training is tailored to ensuring that students get real value out of their short course and are well prepared for assessment. Course design and learning materials are directed towards students achieving competency, as is anticipated by the client companies. A good-quality student handbook is emailed to participants pre-course and offers comprehensive guidance – informing of, for example, equipment requirements, assessments, safety and the possibility of random drug and alcohol tests. (The latter aspect reflects contemporary industry practices among the majority of companies Wood Group Training serves). A well-prepared and informative presentation covering site safety and housekeeping is shown to all groups at commencement.

A summary training sheet is completed by trainers after each course, providing a reflection loop. This is made available for the post-course audit. Student surveys and follow-up post-training with the training managers of client companies also check that any additional support is offered.

Trainers will work longer hours to teach students who require more time in training, noting that a high proportion are undergoing mandatory refresher training and require less teaching input than others. Some may complete in a shorter time, which seems reasonable. A former student who has attended refresher training over a number of years said that, 'it can be a bit mundane...but is good for others new to the subject...[the training] is good for a level 3 ropes course...very thorough'. Students interviewed at the fire training facility said they always look forward to refresher training, which requires them to work in teams under simulated conditions. Trainers are fully involved in directly guiding and supporting these students as they complete exercises and debrief afterwards. Learning is practical and experiential wherever possible.

Staff identify higher and lower-achieving students as early as possible to get alongside those needing additional support. Examples were given of using more experienced or competent students to support teaching. Those who do not meet the assessment requirements have the option to return at a later date for reassessment after revising the materials. In another case, trainees required more time to become more confident in being immersed upside down in a simulated

helicopter escape scenario.⁶ Support processes can be linked to pass rates as outlined under 1.1. Good risk management protocols are observed, and staff-to-student ratios are low (e.g. 4:14 at the fire ground) with small groups of 15 or fewer in most courses the norm.

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

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

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

Training quality, trainer competence and success by students have all rated highly in this evaluation, and all reflect effectiveness by governance and management in supporting educational achievement. The notable quality and motivation of trainers is a significant aspect of this. The evaluators saw clear job descriptions and solid employment contracts which included company expectations for professional development. Induction processes and ongoing performance management are also well documented. There has been investment in the quality of facilities since the previous EER, and additional administrative, marketing and quality assurance staffing, all of which support trainers to focus on their primary role. Staff are valued at Wood Group Training, and although there have been challenges such as a restructure and downsizing in 2015 in response to the downturn in the oil industry, staff morale seems positive.

As stated, Wood Group Training has become more closely aligned with the Australian parent company. A strategic plan and frequent formal and informal meetings with offshore governance indicate an active two-way communication process. New Zealand staff were instrumental in providing expertise towards establishing the Australian Wood Group RTO – reflecting well on Wood Group Training’s staff knowledge, training capacity, and intellectual property.

Investment in growing the PTE is reflected by, for example:

- Successful purchase of another local PTE, facilitating the integration of new training strands in driver-related training. The retention of key staff and intellectual property and key clients have benefited Wood Group Training.
- Establishment of a safety training centre at 32 Manadon Street to enable some on-site practical assessment.
- Developing online capacity, which is an area of new development and strategy.

⁶ Helicopter Underwater Escape Training (HUET).

- Investment in upgrading infrastructure since the previous EER, and upgrade of the fire ground facilities and transport training venue in particular.

A range of forums and meetings are relevant here, but the monthly academic quality meeting brings together the course delivery and management facets effectively. Action points that arise are followed-through. This is a cornerstone of the formal quality assurance process.

Wood Group Training makes a number of notable community contributions. The Wood Group corporate values are documented and these inform the strategic plan key performance indicators, as well as individual staff indicators. There are seven core values, one of which is social responsibility. The PTE's ongoing financial support of Surf Life Saving Taranaki has been formally recognised by that non-profit over a number of years. In addition, staff can suggest and develop other initiatives such as involvement with Enviroschools in Taranaki. Staff were released from work to participate there.

Wood Group Training is certified to ISO 9001:2008 and has a history of good audit performance against this standard. The PTE had a full three-day recertification audit in May 2015. This resulted in recertification with a high degree of compliance with the standard. The effective use of a suitable quality management system supports numerous aspects of high performance, as reflected across this report.

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 **Excellent**.

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

2.2 Focus area: Oil and Gas Related Training

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

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

No particular variances were identified regarding either the quality of training or the achievement by learners within this focus area, but the discrepancy regarding the approved training scheme is a gap which has affected the rating for self-assessment.

2.3 Focus area: Fire Related Training

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

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

Recommendations

NZQA recommends that Wood Group Training consider strategies for embedding literacy and numeracy development within teaching practices.

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 NZQA Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz