



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report

M&O Pacific Limited trading as Wood
Training

Date of report: 22 December 2020

About M&O Pacific Limited trading as Wood Training

Wood Training is part of the global parent organisation, Wood. Wood Training delivers short courses for industry in health and safety, driving and machinery, marine, aviation, fire, and first aid.

Type of organisation:	Private training establishment (PTE)
Location:	26 Manadon Street, Spotswood, New Plymouth
Code of Practice signatory:	No
Number of students:	Domestic: 2763 year to date as of August 2020 11.58 per cent New Zealand Māori, 0.5 per cent Filipino, 1 per cent British/Irish, 0.4 per cent African, 0.3 per cent Australian, 0.2 per cent Indian, 0.3 per cent Other European
Number of staff:	13 full-time and five part-time; plus contracted subject matter experts/trainers
TEO profile:	See: NZQA – M&O Pacific Limited
Last EER outcome:	NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of Wood Training at the previous external evaluation and review (EER) in 2016.
Scope of this evaluation:	<ul style="list-style-type: none">• Practical First Aid (Training Scheme)• Short courses
MoE number:	8950
NZQA reference:	C40842
Dates of EER visit:	28 and 29 October 2020

Summary of results

Wood Training has a clear purpose which is embedded in the organisation. Effective industry connections and relationships support the effectiveness of the programmes delivered.

Highly Confident in educational performance

- Completion rates are high. Students gain unit standards that allow them to be competent and skilled in the tasks required for their roles.
- Employers value the standardised, quality training that Wood Training provides.
- Programmes are relevant and aligned to industry needs. Learning environments are appropriately designed and planned to industry standards.

Highly Confident in capability in self-assessment

- There are effective moderation and programme review processes and systems. Some national external moderation indicates that some improvement is required, which Wood Training has responded to.
- Students are well supported given the short course environment, and the organisation is responsive to student needs.
- Wood Training has a clear purpose and position within the parent Wood company, and within the local region.
- There are a range of external compliance requirements, and there are robust and effective systems and processes to monitor and engage with external audits.

Key evaluation question findings¹

1.1 How well do students achieve?

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Completion rates are high: almost all (98.76 per cent) of students complete the Practical First Aid training scheme, and overall completion rates for all short courses are between 96 and 98 per cent. This is consistent with the high achievement rates seen with other short course providers.</p> <p>Māori and Pasifika completion rates are slightly lower than other groups. However, this is partially due to the low enrolment numbers where a low number of non-completions has a disproportionate impact on the completion rate. Māori participation², while low, is almost representative of the Māori population in the Taranaki region.³</p> <p>Proactive and robust self-assessment of on-job assessment has shown Wood Training that Māori tend to have higher rates of non-completion than other groups. As a response to self-assessment and feedback from stakeholders, Wood Training has removed on-job assessment from most courses from 2019.</p> <p>Wood Training analyses the success of the programmes across different cohort demographics. Analysis and comparison of male and female participation and achievement shows that females make up a small proportion of enrolments (10 per cent in 2020), but that females are more likely to complete on-job assessments than males.</p> <p>Wood Training benchmarks itself against like providers and</p>

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 Māori participation was 11.58 per cent in 2020.

³ The Māori population in Taranaki is around 19.8 per cent according to the 2018 New Zealand Census.

	<p>performs comparably or better than these providers.</p> <p>Students complete and gain the unit standards required for their roles – often required to meet industry regulation.</p> <p>An indicator of value for employers and industry is high repeat business. Over the last three years, most business has come from the same employers, which shows the value key employers in the industry place on the training.</p> <p>There are good outcomes for industry – employees gain skills and standards that are required for the industry. These skills are transferable across employers, which may reduce the need for retraining.</p> <p>Wood Training maintains good relationships with employers and regularly keeps in touch with them. This is reflected in the business plan, and is part of the PTE’s core values.</p> <p>One survey Wood Training completed surveyed past students, who had completed a course between three months and two years prior. Out of the past students surveyed⁴:</p> <ul style="list-style-type: none"> • all indicated they had retained their knowledge and applied it in the workplace • 98 per cent indicated that it was easy to apply their learnings to their job • 89 per cent indicated that the training gave them the ability to think about their own work and how they could improve • 94 per cent said their expectations of the training were met. <p>Another survey of 200 past students also indicated that most students who answered each of the questions agreed or strongly agreed that their:</p> <ul style="list-style-type: none"> • health and wellbeing had improved • stress/anxiety was reduced • resilience had improved • attitudes and beliefs towards their role had improved.
<p>Conclusion:</p>	<p>Achievement and outcomes for students, employers and industry are high. Wood Training has a good understanding of achievement and valued outcomes within the context of the</p>

⁴ Fifty-four past students were surveyed.

	training.
--	-----------

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Wood Training works closely with the relevant industries to ensure programmes are designed and delivered to meet industry requirements and standards. For example, Wood Training is involved in the BeAligned Steering Group and the Be Safe Training Matrix, which member organisations agree to and determine industry requirements.</p> <p>Programmes are aligned to industry needs and standards. Skills learned from one course while completed with one employer can be applied to another employer in the same or a related industry (such as gas testing). This standardisation benefits the industry.</p> <p>Wood Training also develops bespoke courses for employers in the industry, and employers review and approve the courses before they are delivered.</p> <p>Some courses have moved from face to face to online. This has been completed in a systematic and thoughtful way. Student feedback and engagement is closely monitored and shows which courses are most appropriate for students to complete online or face to face.</p> <p>A 'portfolio vitality review' is effective in measuring and comparing financial and educational performance and strategic needs – quality and value are monitored. This includes student feedback and value to stakeholders. An action plan is created from the portfolio vitality review, which shows actions completed or in progress.</p> <p>Robust and responsive moderation processes ensure assessment meets consent and moderation requirements. Assessments are pre-assessment moderated before use, and 10 per cent of courses are internally post-assessment moderated. This is managed by an annual moderation plan.</p> <p>Issues with assessment materials are promptly rectified and changes are documented. This was verified with a student who</p>

	<p>drew to the attention of Wood Training a typo in the materials that led to a misunderstanding. The typo was fixed, and the change to the assessment was well documented (including acknowledgement from Wood Training staff that it did not require pre-assessment moderation again).</p> <p>Wood Training engages with the national external moderation required by standard-setting bodies. Overall moderation requirements have been met. However, a small proportion of standards have required modification at the national external pre-assessment moderation stage or have not been verified for post-assessment moderation. Wood Training responds to moderation appropriately and makes changes as required, including implementing action plans.</p>
Conclusion:	Wood Training works with industry to meet their needs, and reviews the effectiveness and outcomes of the courses.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are well supported given the context of a short course. Throughout the process, from enrolment to reporting and receiving the certificate, student needs are well considered. This includes supplying the student handbook before the course to ensure students are aware of the expectations of the training. Information is also collected around the learning needs and/or disabilities of students, so that Wood Training can provide appropriate support.</p> <p>Tutors are also adept at identifying where a student may be having difficulties and are able to apply a solution such as completing assessments orally, where a written assessment may create barriers for learning and achievement. Another instance is the use of a translator for a specific employer that had a high number of Filipino employees. A further example of being responsive to student needs was a student who was an experienced forklift driver, and who was able to complete a forklift refresher course by observation.</p> <p>Trainers also support students effectively as required through assessments. For example, one student told the NZQA</p>

	<p>evaluators that an assignment was technical and difficult to understand, but the tutor gave appropriate guidance to navigate and complete the assessment.</p> <p>If a student has literacy and numeracy difficulties, Wood Training can work with employers to address how and when learning and assessment can occur. Wood Training also has a relationship with Pathways Awarua⁵, which employers and employees can access if necessary.</p>
Conclusion:	Student learning goals and needs are understood from the beginning to end of a course. Wood Training works with appropriate stakeholders to ensure learners achieve.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Wood Training has a clear purpose, a strong position within local industry, and is a valued entity within the parent company, Wood. The PTE benefits from being part of a larger parent company with resourcing and support, although it has autonomy on day-to-day matters.</p> <p>The business plan guides the organisation and shows appropriate reflection and understanding of the region, while demonstrating the values of the parent, Wood. This includes measurable targets, including a realistic growth target.</p> <p>Recently there have been significant management changes, including appointment of a new general manager. At the time of the EER, the changes were already embedded in the organisation and, as a result, organisational satisfaction and quality has increased. The appointment of a sales and customer services manager, who has a focus on creating and maintaining relationships with employers, has had a positive impact on employer relationships.</p> <p>Trainers are well trained and experienced in their relevant disciplines. The management team monitors the performance</p>

⁵ Pathways Awarua is an online resource to help adults improve their literacy and numeracy.

	<p>and capabilities of staff and keeps a matrix of what each trainer can deliver. This ensures that each trainer is only training in areas where they are appropriately qualified.</p> <p>Significant capital has been dedicated to improving and providing specialist facilities for training, including the pool for helicopter underwater escape training, and the fire grounds for fire training.</p> <p>Data analysis is embedded in the organisation. Surveys, the portfolio vitality review, and engagement with external stakeholders inform ongoing continuous improvement.</p>
Conclusion:	Wood Training has effective systems in place for supporting educational performance. Strong data analysis supports self-assessment and continuous improvement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Wood Training has appropriate and robust systems and processes in place to meet compliance requirements.</p> <p>There are a range of compliance requirements to meet, including external audits from industry organisations (such as Maritime New Zealand). Recent audits show no serious concerns, and any issues are rectified.</p> <p>NZQA requirements are met, including meeting programme approval and accreditation rules. The consent and moderation requirements of other standard-setting bodies are also met, with appropriate action taken as any issues are identified.</p> <p>Requirements for delivering the unit standards in the Practical First Aid training scheme are also met, which is evidenced through the trainer matrix and the evidence of Skills as a Life Skill⁶ requirements being met.</p> <p>Health and safety and compliance are embedded in the culture of Wood Training.</p>

⁶ <https://skills.org.nz/wp-content/uploads/First-Aid-as-a-Life-Skill-Final.pdf>

Conclusion:

Wood Training has robust and comprehensive systems for ensuring its important compliance accountabilities are met.

Focus areas

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

2.1 Focus area: Practical First Aid Training Scheme

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Short courses

Performance:	Excellent
Self-assessment:	Excellent

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.

There are no recommendations arising from the external evaluation and review.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. These 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 fraud⁷*
- *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.*

⁷ 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz