

# Report of External Evaluation and Review

Service Skills Institute Incorporated  
(operating as ServiceIQ)

Not Yet Confident in ITO performance

Not Yet Confident in capability in self-assessment

Date of report: 10 July 2018

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# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the industry training organisation's (ITO) performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, trainees, communities, employers, and other interested parties. It is also intended to be used by the ITO itself for quality improvement purposes.*

## Introduction

### 1. ITO in context

Name of ITO:	Service Skills Institute Incorporated (operating as ServiceIQ)
Location:	Wellington
Gazette recognition date <sup>1</sup> :	'Pursuant to section 8(1) of the Industry Training and Apprenticeships Act 1992 ("Act"), Service Skills Institute Incorporated ("ServiceIQ") is granted provisional recognition as an industry training organisation, for a period of one year from 1 January 2018, for the following specified industries:
Gazette coverage <sup>2</sup> :	<ul style="list-style-type: none"><li>• 'Aviation: Aeronautical engineering; aircraft operation - including pilots, cabin crew, and aircrew; safety management; air traffic services; airline and airport operations; customer check-in; air cargo; and aviation ground support operations;</li><li>• Cafes, Bars, Restaurants: Including licensed or unlicensed cafes, bars, taverns, pubs and restaurants;</li><li>• Clubs: Including licensed or unlicensed clubs such as sport and recreation clubs, social clubs, working men's clubs, cosmopolitan clubs, chartered clubs, town and country clubs,</li></ul>

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<sup>1</sup> Taken from The New Zealand Gazette *Te Kahiti o Aotearoa*, Issue No. 77, August 2017. <https://gazette.govt.nz/notice/id/2012-au8361>

<sup>2</sup> Ibid.

community clubs and Returned and Services' Associations;

- Food Services: Including food service premises, on-premises catering and food services carried out in hospitals, residential, prisons, education facilities, offices, airports, factories and other workplaces, stadium and event catering, and off-premises catering;
- Museum: Museums, including all collections, art galleries, historical societies, and science centres - either volunteer or permanently staffed;
- Quick Service Restaurants: Including fast-food and take-away national and regional chains, franchises and independent outlets;
- Retail: Including the operation of all forms of consumer-based sales of goods and services including store-based, online, national and regional chains, franchises and independent outlets;
- Tourism: Including all aspects of visitor services; attractions; adventure providers; tourism guiding and interpretation; event and conference organisers; retailers; regional tourism organisations and promotion boards; visitor information centres; casinos; tourism aspects of rental vehicle operators, railways and ferries; and other tourism related business;
- Travel: Including the management and operation of all forms of retail, wholesale and corporate based sales, packaging or brokering of inbound and outbound travel and tourism products - including store-based, online and travel reservation centres; and
- Wholesale: Including the operation of all forms of resale, storage and distribution of goods including 3PL (Third Party Logistics) and 4PL (Fourth Party Logistics) operations.'

Number of qualifications registered on NZQF:	42 Registered New Zealand Certificates and 19 Registered New Zealand Diplomas and one registered National Diploma.
Number of standards registered on NZQF:	1,484 Assessment Standards
Number of trainees:	21,894 domestic (2016) N/A international
Number of staff:	132 full-time staff; 10 part-time staff
Number of registered workplace assessors:	584 assessors
Distinctive characteristics:	<p>ServiceIQ administers training for key New Zealand industry sectors, working closely with government, national peak bodies and employers to support the sectors it serves.</p> <p>Fundamental to this support is the identification of skills needs in specified workforce sectors and the development of employment-based training solutions that meet those needs and align with government initiatives.</p> <p>The majority of ServiceIQ training is carried out in the workplace, under an 'employer-led' model called Qual Link. Support to trainees is mainly through/from the employer in the workplace. ServiceIQ has a responsibility to provide support systems to monitor and enhance the performance of trainers and assessors. Its intention is to work directly and closely with employers (in their own workplaces) to help them identify their specific workforce development needs and to tailor training supports to meet those needs.</p>
Recent significant changes	ServiceIQ was awarded the globally recognised international standard ISO 9001:2015 in early 2017. The process of acquiring the ISO standard has helped ServiceIQ to assess the overall context of the organisation and how it fits with its stakeholders, aligns the processes for identifying risks, expanding markets, and meeting its statutory and regulatory requirements.

Other: ServicelQ has been actively involved in the Targeted Review of Qualifications, leading reviews of qualifications for all its sectors. The organisation is completing the development of New Zealand qualifications and resources for workplace training. ServicelQ has developed 62 New Zealand Certificates and New Zealand Diplomas, which have been listed on the New Zealand Qualifications Framework.

Previous quality assurance history: ServicelQ is monitored by the Tertiary Education Commission (TEC) which administers the government funding allocation. The organisation shows a steady improvement in meeting educational performance indicator requirements at the time of the external evaluation and review (EER) visit.

NZQA tertiary assessment and moderation requirements were generally met in 2016. ServicelQ results have been improving over the last three years.

Fourteen ServicelQ qualifications were subject to NZQA consistency reviews at the time of the EER visit, and the outcomes have been confirmed as consistent.

The previous EER was conducted in November 2015. At that evaluation, NZQA was Confident in the performance of ServicelQ but Not Yet Confident in the organisation's capability in self-assessment. NZQA recommended that ServicelQ:

- 'Strengthen and embed planned initiatives as described in the introduction to this report, particularly those around Māori and Pasifika trainee achievement, and literacy, language and numeracy improvement and success.
- Review and develop performance indicators against which improvement can be measured to validate the impact on performance and the value of outcomes.'

ServicelQ incorporates units from other standard-setting bodies into some of its qualifications and is moderated by those bodies. Generally, ServicelQ

was meeting these moderation requirements in the sample of reports provided to the evaluators.

## 2. Scope of external evaluation and review

In negotiation with ServiceIQ management, NZQA selected the following focus areas for evaluation:

### 1. Governance, management and strategy

This is an essential area for any organisation and is an important part of the functioning of the ITO.

### 2. Retail sector training

This is the largest area of training managed by ServiceIQ. Training in the retail sector predominantly uses the Qual Link format, which will be described in the body of this report.

### 3. Aviation sector training

This is another large area of training, but in a quite different sector and with a range of higher-level qualifications. This training mainly involves traineeships and apprenticeships.

### 4. Statutory activities: assessment, moderation, standards, and resource development

This area is included to cover other areas of ServiceIQ's important functions. Interviews for each of the above areas were conducted to ascertain the quality of the internal processes and the self-assessment of these.

This range of focus areas allows for good representation of the training and other activities required of ServiceIQ, and enabled evaluation of the areas requiring improvement that were identified at the previous EER.

## 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 document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/for-providers/keydocs/index.html>) [Refer to ITO supplement]. 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.*

In preparation for the EER visit, the evaluators considered a range of self-assessment and other information provided by ServiceIQ. The evaluators requested and considered additional ServiceIQ and TEC information prior to the

visit. The NZQA lead evaluator and evaluation capability advisor met with the ServicelQ senior management team on three occasions prior to the EER. The focus areas were selected in collaboration with ServicelQ management. A further preliminary meeting was held with the entire evaluation team participating in a two-hour meeting with the ServicelQ chief executive and senior management. This meeting was held so that the EER process could be introduced and discussed and for ServicelQ to give a presentation about the nature of their business.

The team of four evaluators conducted the on-site visit over four days at the ServicelQ head office in Wellington. The evaluators conducted a number of in-house interviews with the directors, the chief executive, senior management, and members of ServicelQ departments. ServicelQ sector managers, qualification developers and moderators were also interviewed in person. Assessors, trainees, verifiers, employers' representatives and the ServicelQ Pasifika advisor were interviewed by phone.

A large range of documentary evidence was requested, and this was scrutinised by the evaluators. A comprehensive self-assessment summary which covered the focus areas and related to the key evaluation questions for this EER, was submitted by ServicelQ. These documents provided data-based evidence to corroborate the information gained in the interviews and provided a basis for ongoing questioning.

The evaluation team also takes into account any information that emerges from the various units within NZQA or other government agencies, up to the finalisation of the EER report in preparation for publication on the NZQA website. In the case of ServicelQ, a proposal to retrospectively award a large number of trainees with a qualification was received and investigated by NZQA prior to the finalised EER report. NZQA's investigation found that during the period in which the training took place, ServicelQ breached the Industry Training and Apprenticeships Act 1992, and contravened significant parts of the NZQA's Rules for Industry Training Programme Approval and the Consent to Assess Rules. The evaluation team has included these issues in this report and taken them into account in determining the ratings and statements of confidence.

# Summary of Results

## Statement of confidence on ITO performance

NZQA is **Not Yet Confident** in the performance of ServiceIQ.

The rating for ITO performance is supported by the following factors:

- ServiceIQ promotes and maintains good relationships with industry and stakeholders. It has good knowledge of the needs of the sectors for which it administers training.
- The ITO has developed regional roadmaps to focus on the training needs of specific regions and to increase the penetration/coverage of training.
- In theory, the Qual Link process for mapping existing employer training to the requirements for a New Zealand qualification allows for the credentialing of the natural workplace training already occurring.
- Training needs of the employer are assessed, and an appropriate programme aligned to the workplace training is put in place leading to a qualification – 74 per cent of ServiceIQ training occurs through the Qual Link model. However, if the Qual Link process is not implemented properly, it calls into question the validity of the qualifications given.
- The Qual Link process has raised concerns in one notable instance, where employer training was not well supervised or supported by ServiceIQ, so quality assurance was lacking.
- Around 5 per cent of employees in ServiceIQ's sectors are currently in training. Approximately 20 per cent of employees have qualifications of some kind, and this indicates that a significant majority have not gained qualifications and pose a challenge for the ITO. ServiceIQ still operates mainly with large national employers and needs to diversify to include more small employers.
- In those sectors where the Qual Link system is robustly applied, the alignment of training and qualifications is taken further by mapping career progression pathways and pay increases to qualifications. This adds value to the training and encourages engagement.
- ServiceIQ has developed and improved the quality of resources in the form of standards, qualifications, workbooks, assessments, online facilities and instructional DVDs, based on close liaison to determine the needs of stakeholders.
- Trainee achievement rates for programme and credit completions are mostly at the level of, or a little lower than, the TEC national target indicators, so there is room for improvement.

- Māori and Pasifika achievement rates vary a lot across industry groups, with some exceeding the national target indicators, and some (in the hospitality sector) well below. Closer investigation in these areas would help to improve these figures.
- Literacy and numeracy principles are being used in the design and development of resources, but there could be more measuring of trainees' progress in these skills in general.<sup>3</sup>
- ServiceIQ works to design customised programmes that take into account the on-job training provided by employers. It strives to 'professionalise' the industry and inform employers and workers of the value of gaining a credentialed workforce. However, ServiceIQ must supervise and support the training to ensure that the integrity of the qualifications is protected.
- Development of its own staff is an area of focus for ServiceIQ, which realises the value of having capable, stable staff members, and spends time and effort trying to achieve this.

## Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of ServiceIQ.

The rating for capability in self-assessment is supported by the following factors:

- ServiceIQ has undergone an upgrade of its electronic data capturing capacity in recent times. New systems have allowed on-site data entry which enables up-to-the-minute capture of figures through a centralised system.
- ServiceIQ has a system for moderating assessors' work annually. However, further work is needed to ensure that assessors are engaging in the system and that sufficient evidence is being properly authenticated to ensure that assessment is valid, sufficient, consistent and fair.
- Extensive consultation with stakeholders allows for the development of an three year strategic plan with a clear direction. There is evident flow-on from this to the business plan and the functions of ServiceIQ. The business plan provides a point of focus for staff and measurable goals to measure progress against.
- As well as the required industry advisory groups, ServiceIQ has many avenues to gain feedback from the various sectors that it deals with. It does this through its extensive network of industry connections, organised surveys, peak body connections, and direct contact through sector advisors, breakfast club meetings and training advisors. A structured and systematic approach to

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<sup>3</sup> Tertiary Education Commission – Literacy and Numeracy Implementation Strategy 2015–2019, p10

collating and analysing feedback from employers and graduates would further improve the value derived from these relationships.

- Assessors are considered a 'risk' when they first start on the job, and they get extra training and support. Assessors who perform poorly in assessment moderation or do not submit material for moderation are also regarded as a risk and given extra mentoring until they improve.
- Some of the achievement results for programmes indicate that a deeper analysis of some of the data is necessary to understand some of the inconsistencies in completions.
- The action plans for raising the achievement of Māori and Pasifika have no targets against which to measure progress.
- The introduction of FeedbackIQ recently has provided a forum for staff to comment or give feedback on the day-to-day processes of ServiceIQ. Staff are becoming engaged in using the tool. Comments that require attention are acted on in a timely manner.
- ServiceIQ recently used the Ask Your Team online survey to gauge staff engagement. There was 80 per cent staff participation and the responses gave rise to the development of a corporate values statement and a report to the board. Some work is being done to enhance the team culture at ServiceIQ as a result.
- Some systematic surveys of employers and trainees began in 2016, and information from employers has been useful. The response rate has been low so far, so the effectiveness could still be improved.
- A useful self-assessment measure is the high-level quality assurance of management through plotting their performance against critical success factors which are a form of performance indicator.
- ServiceIQ uses the Power BI tool to plot the progress of trainees to ensure they are meeting minimum TEC requirements.
- The general integrity of educational performance is undermined when the organisation ratifies workplace training by relying solely on the mapping of employer training to unit standards and/or programmes of industry training to award a qualification. This weakens the validity of the qualification.

# Findings<sup>4</sup>

## 1.1 How well does the ITO understand and meet the needs of industry, trainees and government?

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

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

In some ways, ServiceIQ understands and meets many of the most important needs of government, industry, employers and trainees. This is achieved by consulting with the relevant sectors to gauge training needs using a number of methods at the different levels within ServiceIQ. Unfortunately, ServiceIQ has let itself down recently in its attempt to ratify the in-house training of a large number of employees of a major retail chain, using the Qual Link process. NZQA's investigation found there have been significant lapses in quality assurance procedures, as required under the Industry Training and Apprenticeships Act 1992.

ServiceIQ has the benefit of the advice provided by the three industry advisory groups to the board to inform strategic planning. This advice is valued because each industry advisory group has close links to their respective sector group and provides an environmental scan and feedback from industry. In response to its annual strategic plan, ServiceIQ implemented a workforce development plan following a two-year consultation with industry to further identify needs. This is to ensure the organisation is in a stronger position to target areas of need nationally, such as tourism. The six priority areas to be reported against include:

- Attracting and retaining staff
- Getting access to capable school leavers
- Engaging staff in industry qualifications and programmes
- Enhancing the relevance of current industry qualifications
- Increasing productivity through developing foundation core skills
- Improving business and management capability.

This strategy has led to the implementation of regional road maps which specifically map local needs and forecast workforce growth over the next three to five years. Following a national tourism training drive, the regional roadmaps have been extended to also include tourism. For example, even though the Bay of Plenty has a well-established tourism industry, there have been marked increases

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<sup>4</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

in visitor numbers, particularly from Asia. Therefore, attention to future developments in this sector is timely.

ServiceIQ developed four models as platforms for engagement. These models include very large national enterprises, medium-large companies, small-to-medium enterprises of five to 50 employees, and small enterprises of fewer than five employees. The first model is well catered for with the Qual Link process which links closely to the training already offered by these large organisations to their employees. The Qual Link process enables ServiceIQ to map this training to qualification outcomes, identifying and addressing any gaps. In theory, this meets the needs of the large companies by validating training for staff and enables achievement of national qualifications and additional pathway training for trainees.

In the second model, sector advisers conduct a training needs analysis with these companies and put in place training programmes and pathways that will achieve results for both businesses and individual workers. These two models are working well. However, they represent a small percentage of the employees and businesses in the retail and supply chain, which accounts for nearly half of the employees in the service sector. The larger employers comprise 460 businesses, while the medium and small employers number 21,000 businesses. Seventy-four per cent of ServiceIQ training is through Qual Link, so most of its registered training occurs in the big enterprises using in-house, employer-initiated training.

Small-to-medium enterprises do not have the training or personnel resources available to their employees as do large enterprises. ServiceIQ has found smaller enterprises more challenging to engage and arrange training for. However, there are significant numbers of potential trainees in the small enterprises that ServiceIQ has not targeted. The effectiveness of penetration strategies in this area is yet to be seen. Penetration of registered training in small-to-medium providers was also a problem at the previous EER.

ServiceIQ has strengthened its feedback mechanisms to better ensure industry training needs are met, employer satisfaction is gained, or areas for improvement are identified and actioned. Business breakfast briefings are held at 13 locations around the country, and feedback has been sought on the ongoing relevance of the six workforce development priorities. Three-quarters of respondents said the priorities had high to very high impact on their businesses, providing ServiceIQ with assurance that the priorities in the sectors where ServiceIQ is active are still relevant.

Regular feedback on the training arrangements and trainee progress is provided by the sector and trainee advisors who are in the field and in regular contact with businesses. These advisors have strong regional knowledge across all sectors and are active in local business associations and report back to the trainee achievement group, which ensures training issues are responded to effectively. The marked improvement in achievement in recent years following monitoring by these groups attests to the effectiveness of the monitoring.

In addition, other surveys have been conducted to supplement feedback, including employer and trainee surveys held in 2016 and 2017. The response by trainees and employers was generally positive, although the response rates of both groups were minimal. For the 2017 survey, of 10,000 trainees canvassed, only 1,500 responded, and of 1,200 employers approached, only 107 responded. Further, a customer feedback survey conducted in June 2017 returned a total of 77 responses, 48 of whom were trainees and two were employers, and 27 were other stakeholders. Again, feedback was generally positive, but since the questions vary across years it is difficult to make comparisons. More systematic feedback from employers, trainees and graduates is needed to better understand how well these stakeholder groups' needs are being met.

## 1.2 What is the value of the outcomes for employers and their trainees?

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

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

ServiceIQ generally demonstrates an understanding of sector needs, and the qualification and training pathways are providing valued outcomes for employers and trainees. This value is shown in various ways as described below.

The percentage of the employees engaged with training is an indicator of the value of the ITO's qualifications. The aviation sector has the strongest coverage with nearly all aviation organisations taking part in training towards ServiceIQ qualifications. This covers the support workers, from ramp pushers to aeronautical engineers. Air New Zealand and the New Zealand Defence Force are two large organisations that use the qualifications for their staff. The New Zealand Defence Force said the value of having a civilian qualification is that it helps to retain employees as they gain appropriate qualifications that are recognised if they leave the force, rather than having to start anew to get the equivalent-level qualification.

In the retail sector, there is a 5 per cent sector training penetration rate, with around half of job roles set for training at level 3 or below. As stated earlier, around 20 per cent of retail employees already hold qualifications. While this engagement rate is not first-rate, it does show that ServiceIQ understands where employees are not engaging and is working to provide greater value to its sectors. In addition, the involvement of large retail companies mapping in-house training to ServiceIQ is significant. The challenge for the ITO is to increase demand for training among small-to-medium enterprises with offerings that are suited to the size and nature of their business. The ITO's work with secondary schools is providing valuable pathways for students if they choose to do further work in the service sector. ServiceIQ forecasts 5 per cent growth in retail training agreements each year, reflecting the 10 per cent growth in service sector jobs.

A further indication of value is that the organisations engaged in training towards ITO qualifications contribute what is called an Industry Cash Contribution (ICC) towards the costs of training. ServiceIQ industries significantly exceed the TEC target of 30 per cent ICC. The ITO has a 'zero fees' policy which allows the service industry ICC to be higher than the sector norm. Some workplaces that cannot do assessment pay a fee for this service, and there are additional costs for resource packages included in the industry cash contribution calculation.

The value of the training is also seen within the two focus areas of retail and aviation linking the ServiceIQ qualifications to their internal training programmes. This provides their employees with nationally recognised qualifications through the Qual Link process. ServiceIQ provides the knowledge to map internal workplace-specific training requirements to qualification outcomes. The workplaces can use their existing training structure with the ITO's assistance to fill any gaps in training leading to assessment outcomes, and trainees are getting opportunities to upskill and gain a qualification, thus making the award of qualifications seamless for employers and their employees.

Some of the organisations using Qual Link have taken the alignment of training and qualifications further by mapping career progression pathways and pay increases to qualifications. A major New Zealand hardware retailer provides a good example of this occurring with the mapping of distribution staff to level 2-5 qualifications. The first cohort from this national employer is expected to graduate with a level 5 qualification in first line management. The top graduate of this cohort will be rewarded with an opportunity to study business management at Massey University. This provides an incentive to employees who may not directly be promoted on completion due to the limited number of management roles within each organisation.

Other examples of how training is helping to add value to trainees' employment are seen at a major international fast food chain with its policy to award pay increases for those who complete the level 3 food and beverage qualification. Due to the popularity of this qualification – and higher than expected numbers completing – the ITO has responded to the employer's needs by reviewing the qualification.

The ITO collects feedback from trainees who have completed qualifications to show how the training has led to greater work opportunities and promotions. Tracking the outcomes within workplaces to understand career progression would provide further information on the value of the qualifications.

The ITO has surveyed the sectors at business meetings, and though the sample is small, the satisfaction ratings are high. A survey taken in October 2016 showed 85 per cent of respondents strongly agreeing that the ITO provided value in the training, with 12 per cent of these agreeing that the training helped to improve staff skills and is important to business.

Overall, this evidence demonstrates that the ITO is providing qualifications and support leading to outcomes that benefit the sectors it is responsible for. The Qual

Link process is, in theory, a viable way to link workplace training to formal qualifications. Unfortunately, a recent investigation has shown that, in some instances, the Qual Link process does not ensure that the employers' training meets the assessment requirements of the relevant programme of industry training, or that those trainees are adequately supported. The ITO supports the sectors with integrated resources to facilitate training, verification, and assessment in the workplace. This is further enhanced by flexible training and assessment resources that align with workplace requirements and the technology to monitor trainee progress.

### 1.3 How well do trainees achieve?

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

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

ServiceIQ has had a consistently good rate of trainee achievement in recent times. The ITO had 21,894 trainees and apprentices in 2016. As shown in Table 1, the focus areas retail and aviation cover 61 per cent of the trainees. Generally, apprentices only make up about 5 per cent of the total number of trainees, and this proportion is reasonable in a vocational area that is largely non-trade in nature.

**Table 1. ServiceIQ number of trainees (focus areas) 2016<sup>5</sup>**

Numbers	Retail		Aviation		Total all sectors	
	Apprentices	Trainees	Apprentices	Trainees	Apprentices	Trainees
Overall	26	10,697	357	2,256	940	20,954
% of total ServiceIQ trainees	10,723 = 49%		2,613 = 12%		21,894 = 100%	

Table 2 is a breakdown of the programme completion rates of the two selected focus areas and the overall figures for ServiceIQ.

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<sup>5</sup> All figures used in Tables 1-3 are gleaned from ServiceIQ figures as provided to the TEC.

**Table 2. ServiceIQ programme completions (focus areas) 2016**

Sector	Retail %		Aviation %	All sectors %
Overall	63.56		113.69	70.70
Māori	70.48		109.22	65.35
Pasifika	69.68		80.72	69.02
TEC indicators	2014 %	2015 %		
Levels 1 and 2	77	76		
Levels 3 and 4	71	75		

The figures show programme completion percentages for the focus areas and the overall completions percentage for all trainees, as compared with Māori and Pasifika trainees in these areas. The high figures for the aviation sector indicate that some people from previous years have taken longer to complete their programmes, so their completion is recorded in the next year's results. The significant outcome from the table is that Māori and Pasifika trainees are completing at a comparable level to the overall rate and, in the retail sector, slightly better. Overall, while there are fluctuations in completion rates between the sectors administered by ServiceIQ, the TEC indicator programme completion rates are below the indicated national rate.

**Table 3. ServiceIQ credit achievement 2014/2016**

Trainees and apprentices	Levels 1-3		Levels 4<	
	2014	2016	2014	2016
All	50.88%	88.05%	90.40%	90.86%
Māori	48.26%	77.38%	83.03%	79.16%
Pasifika	58.52%	82.93%	58.52%	81.38%
	2014	2015	2014	2015
TEC indicators	72%	75%	78%	81%

The figures in Table 3 reflect the general trend that programme and credit achievement is higher at the higher levels of learning. A comparison of ServiceIQ figures with the TEC indicators shows that ServiceIQ is mostly meeting or exceeding the TEC's expectations, with important gains being made in Māori and Pasifika achievement.

Most of the training at ServiceIQ is done through the Qual Link system. Qual Link is an accessible system which suits industry clients and trainees. The system engages the worker involved in the work-based training that their employer provides.

ServiceIQ has made progress in the Targeted Review of Qualifications process, and many of the qualifications for the sectors that it administers are on the New Zealand Qualifications Framework and are being used by providers.

The recording of achievement using an industry engagement dashboard has allowed for immediate updating of data, better tracking, and quicker response to any issues. It has also allowed for a quicker responsiveness and presentation of documents for the EER. Part of this package is the use of the 10-credit report to plot the progress of trainees and ensure that the 10-credit minimum requirement for the TEC is being met by all.

The evaluators noted that literacy and numeracy achievement is not being effectively tracked. Literacy and numeracy expertise supports the development of resources, but it is not clear whether this input is intended to make the resource usable, or whether it is designed to raise the levels of literacy and numeracy for those students who need it. ServiceIQ management disclosed that the rates of improvement in literacy and numeracy were not being measured. There is some way to go before ServiceIQ is meeting the TEC's best practice approaches or their own requirements as outlined in ServiceIQ's 2017 literacy and numeracy plan.

The other areas of government focus such as Māori and Pasifika show some completion rates that are below standard, mainly in the hospitality field. These areas need some focused analysis and remedial action. The evaluators noted that Māori and Pasifika action plans published by ServiceIQ do not have targets to help focus its performance in this area.

#### 1.4 How effective is the training arranged by the ITO?

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

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

ServiceIQ has worked well with industry to review and develop qualifications that match industry needs. For example, in the aviation sector this has meant a mix of apprenticeships and training programmes. For the retail sector, low-credit courses are preferred for entry-level positions. ServiceIQ works with large employers and offers a mix of qualifications to match their needs. The educational performance indicators are a sign of effective training, and credit and programme completion rates have been steadily improving. Training pathways are in place across the different sectors, and this supports progression. It is a concern that most of ServiceIQ's trainees are employed by a small number of companies, which account for 20 per cent of the service sector's workers. It is not clear how effectively ServiceIQ's business models meet the needs of most small-to-medium enterprises that make up the service sector, despite this being a key goal of ServiceIQ.

ServiceIQ has improved its information systems and monitoring approaches to ensure the effectiveness of the training it arranges. Most of the training arranged is on-job. To support the effectiveness of the training, ServiceIQ systematically engages with workplaces to support managers and trainees and identify opportunities and barriers to training. ServiceIQ has improved access to live data

through its customer relationship management database and the reporting tool, Power BI. This system enables ServicelQ to identify workplaces where there may be barriers to training and assessment, to ensure a timely response. Large-volume clients also have access to the information portal which allows them to track their own trainees across branches. ServicelQ's trainee achievement group enables a cross-functional approach to ensuring training issues are responded to effectively.

Qual Link is intended to provide a business model which supports large employers. Qual Link offers employers with established in-house training programmes the possibility to link their training to New Zealand qualifications. In-house business training is intended to be supported by ServicelQ, and qualifications can be awarded to staff for little to no cost. Recent investigations of Qual Link activities with one large employer found ServicelQ's monitoring of training and assessment wanting. This highlights the importance of ServicelQ practising robust and comprehensive verification and moderation procedures to ensure the integrity of the qualification. This quality assurance is imperative, given the significant proportion of ServicelQ's active trainees who are engaged in Qual Link programmes, growing from 70 per cent in 2015 to 76 per cent in 2016.

Training and sector advisors conduct regular, documented visits to check that training by employers is still delivered as per the agreement, that trainees are progressing, and that evidence of achievement is on file. Qual Link reviews also occur and can be triggered early by expiring unit standards or qualifications, changes to employer training, or other feedback. In some cases, ServicelQ provides an administration person to sit within the client organisation to process training agreements and monitor trainee progress. The evidence presented at the EER visit shows that these systems work to identify any gaps in training and ensure a timely response.

ServicelQ develops resources to support training. For the development of qualifications, a new approach has been adopted which brings together the writers, graphic designers and experts in literacy and numeracy. Resource templates have been redesigned with a focus on plain English, ease of document navigation, and trainee needs. Video resources are also being developed to help support training delivered by schools. Workplaces are provided with guidance in the form of learning materials, evidence records and workplace assessment guides. For all resources, a feedback register is kept and responded to as required. Ensuring that resources are user-friendly is an important consideration in this process. It is noted that 34 per cent of employers surveyed by ServicelQ in 2017 believed their employees' reading, writing, language or mathematics skills were below the level required to do their job well. Work continues on developing workplace literacy profiles and updating resources to promote understanding and engagement. Further work to support employers whose trainees have low levels of literacy and numeracy is outlined in the ServicelQ literacy, language and numeracy action plan for 2017.

ServiceIQ has initiated new surveys to gain feedback from customers, employers and trainees. It is anticipated that these approaches will be effective for looking at trends and areas for improvement. Initial feedback from the surveys is positive. For example, in the 2016 employer survey, 80 per cent rated the quality of ServiceIQ training as very good or good. In a different survey administered in 2017, 86 per cent of employers said they were happy with the service or products received from ServiceIQ. Of the trainees who responded in 2016, 61 per cent felt very well or well supported by ServiceIQ. The customer feedback survey, launched in April 2017, also indicates a high level of satisfaction. This positive feedback aligns with that provided by interviewees spoken to by the evaluation team. However, the response rates to the employer surveys were less than 10 per cent, and different questions across the years makes comparisons difficult. It was also not identified whether the respondents had Qual Link programmes. These surveys are a useful addition to ServiceIQ's feedback mechanisms but will be more effective when response rates improve and meaningful comparisons can be made.

### 1.5 What is the quality of the assessment being undertaken towards industry standards and qualifications?

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

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

ServiceIQ manages assessment quality using a variety of processes. The ITO has a moderation schedule to ensure that all unit standards are moderated within a five-year cycle, with the most frequently used and new unit standards given priority. Providers are required to submit an assessment plan and assessment documents for moderation by ServiceIQ and, in some cases, undergo a visit. Most providers are meeting moderation requirements, which shows that the monitoring of providers' assessment quality is working well.

All active workplace and external assessors are required to submit a sample of assessment for moderation based on the schedule as well as attend an annual assessor cluster meeting to review assessments and receive updates from ServiceIQ. However, ServiceIQ moderation records show that over 50 per cent of registered active assessors did not attend any moderation meeting between December 2016 and February 2017. While this non-attendance may be due to the holiday period, the subsequent period also showed a significant number of assessors not attending moderation. It is not clear how the ITO will catch up with all outstanding assessors by the end of the year.

Assessment is undertaken by workplace assessors or by external assessors, who may also be ITO training advisors. They have the appropriate opportunity to assess trainees using written assessments and verified workplace evidence. In the retail sector, all workplaces use on-job verifiers to verify trainees' workplace

evidence, which is submitted along with trainees' written assessments to ServiceIQ to be assessed in-house. In the aviation sector, smaller companies are likely to use an external assessor to assess verified evidence. In larger organisations, such as the New Zealand Defence Force, a workplace assessor signs off trainee evidence of achievement.

The ITO measures the performance of assessors by using an assessor risk management process, rating assessors from high to low according to their compliance status or experience. The assessor register shows there is still a significant number of assessors categorised as high-risk because they have not submitted assessments for moderation or are required to submit further samples (although this includes newly registered assessors who are automatically classified as high-risk until their first three assessments submitted for moderation are approved). Where ServiceIQ identifies issues with an assessor, additional support is provided by the ServiceIQ training advisor, with possible further training.

Quality checks also occur with the assessor registration process. Potential assessors are nominated by their employer or, in some cases, an ITO training advisor. The applicant must provide evidence that they have the relevant qualifications and experience to assess the designated scope, hold unit standard 4098 *Use standards to assess candidate performance (Level 4)*, as well as undergo a referee check. The ITO contracts a training provider to deliver this training. This registration process is ensuring that the assessors have the right skills and capability to be registered.

Assessment is based on naturally occurring evidence in the workplace. All workplace-achieved assessment credits are reported through the ITO's scope and all assessors are required to undergo internal moderation.

The ITO has strong processes for the development of on-job assessments. These include assessment packages for each unit standard, which includes a trainee handbook, assessment task, verification checklist, and an assessor guide. All assessment resources are checked prior to use to ensure that all the unit standard outcomes are covered, including verification records and whether they are developed internally, within the workplace, or by a registered training provider. The pre-moderation report viewed by the evaluators show where improvements are required to meet the standard requirements. The ITO has helped larger organisations that use Qual Link to develop integrated assessment resources. This support helps assessors to make assessment decisions that are consistent, fair and based on sufficient evidence.

Assessment occurs once the trainee has completed the workplace handbook and provides evidence for the verifier to review and sign off. An assessor completes the assessment following a conversation with the trainee to check the trainee has completed the work and meets the standard. The on-job assessment is monitored by training advisors during monthly visits using key questions to check that trainees can complete assessments within the workplace. Information from the learning

management system, Power BI, enables training advisors to monitor assessment patterns to identify any issues. This process is sufficient for checking that assessment decisions are valid, but trainee sign-off on verifications and more comprehensive moderation of assessors would provide clearer evidence that all assessments are at the standard required.

Where a workplace uses Qual Link to match the in-house training to unit standard outcomes, an ITO quality advisor conducts a review of the workplace training once every 12-18 months using the matrix, and mapping workplace roles and tasks to the unit standard outcomes. Training advisors also check to see whether there are any changes to practices or technology that may affect the evidence required for assessment, and check that the on-job evidence is documented in the trainees' files. Where any gaps are noted, the quality advisor will identify whether there is any naturally occurring evidence that can be used towards assessment. The quality advisor also checks archives on site to ensure records are available for moderating verified evidence. A report is then provided to the organisation showing the outcome of the monitoring. This process is useful in ensuring workplace practice is meeting unit standard requirements.

The quality of the verification process is supported by in-house training for verifiers and a guide developed by the ITO. The ITO does not record the number of verifiers it uses. Verifiers are usually the trainees' direct supervisor or manager with the relevant subject expertise. Training advisors provide additional support to verifiers and address issues a verifier may have with signing off evidence in the workplace. Issues are usually limited to trainees' evidence being verified within a timely manner. Training advisors supply a monthly report on trainee progress and workplace trends, which is also used by resource developers and the quality advisor team to identify improvements to the quality of resources and issues for moderation. This process is effective under normal training conditions, but the recent proposal to retrospectively award the New Zealand Certificate in Retail (Level 2) has found the system wanting.

The ITO provided evidence that, with one exception, it has met NZQA national external moderation requirements for 2016, as well as other standard-setting body external moderation requirements.

Overall, the ITO has a solid system for moderating unit standard assessment annually, using the unit standard schedule and the assessor register to monitor active assessors. However, further work needs to be done to ensure that all the assessors are engaging with moderation promptly and that the verification of trainees' workplace evidence by observers and verifiers is authenticated.

## 1.6 How well does the ITO's governance and management support the ITO to meet its statutory functions?

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

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

ServiceIQ mostly shows that it has effective governance and management systems which support and promote training systems in the industry sectors that it supports. The evaluators saw a variety of evidence that the systems at ServiceIQ are being monitored and developed in accordance with the changing requirements of training. Through the two sector training areas that were selected as focus areas, the evaluators gained good insight about the way training is administered in different ways across the sectors, adjusted to different circumstances. However, the situation that transpired regarding the retrospective consideration of a very large number of retail employees for a qualification shows a lack of good management practices. The consideration went ahead despite a lack of quality monitoring. In perpetrating these lapses, NZQA found ServiceIQ was negligent in carrying out its statutory responsibility. Its management decision-making processes have lost some credibility as a result.

Management has worked on the issues identified in the 2013 EER report, particularly in the areas of penetration of training into small and medium businesses, in more awareness of Māori and Pasifika achievement rates, and in literacy and numeracy improvement. There is some more work to be done in these areas.

The administration and management of the organisation has consolidated since the previous EER in 2015. The fragmenting effects of the merger of ITOs in the formation of ServiceIQ in 2013 have been extensively countered, and a new, more cohesive regime has been formed. ServiceIQ has had an active role in NZQA's Targeted Review of Qualifications as a key player in the design of the New Zealand qualifications in the sectors under its control. The review process has helped to rationalise and streamline the qualifications in those sectors.

ServiceIQ has spent considerable effort and resources updating its information technology and data management systems. This has been an ongoing project since before the previous EER, and the advantages of the initiative are beginning to be seen.

The ITO collects feedback in a number of ways to support the development of resources for trainees and providers of training. Such resources include assessment materials, trainee handbooks and reading materials. There have been improvements to the contact made with stakeholders to determine how best to design these resources to maximise their usefulness in the field.

It is a positive move that ServiceIQ has initiated participation in the international standard, ISO 9001:2015. Acquiring the standard has caused ServiceIQ to assess

the overall context of the organisation and how it fits with its stakeholders, puts the clients first, aligns the processes for universal understanding, identifies risks, expands its markets, and meets its statutory and regulatory requirements. Adherence to the standard allows for a regular external audit of ServiceIQ's functions, especially those functions that link the ITO with its client base. This will be valuable in maintaining the consistency and responsiveness of ServiceIQ in the future. The first audit against the standard was conducted by Telarc<sup>6</sup> in 2017, and ServiceIQ passed with a few suggestions for minor improvement. ServiceIQ has a firm alignment to self-assessment and compliance matters as illustrated by its willingness to work with NZQA to sanction those providers who contravene their accreditation requirements.

A further move is the ITO new regional training focus, a move supported by research. The regional roadmaps are intended to increase the number of people engaged in training in the various industry sectors. This allows for local networks and contacts to be used to give more local exposure to the benefits of training using ITO programmes, which in time will give more national exposure. This is a relatively new move, and industry support is not yet able to be measured. ServiceIQ promotes regional training excellence through its involvement with local service initiatives like the Taupo region Stella Awards which help raise the ITO's regional profile. ServiceIQ managers travel through the regions holding breakfast meetings with local industry personnel to further enhance regional networking. Targeted growth is part of the strategy to increase sector penetration, and this has been set at 5 per cent in 2018 and 6 per cent in 2019.

ServiceIQ further fosters development in industry training by engaging with other major ITOs and Ako Aotearoa in a research project to identify good practice models in on-job assessment. This research produced a publication<sup>7</sup> by Ako Aotearoa in 2016, which provides insights into the importance of on-job assessment and how it can be effectively conducted in a variety of ways. A further study on the service sector in New Zealand was carried out by Berl<sup>8</sup>, and the subsequent report reinforces the value of ITO-based on-job training in New Zealand. These reports have helped ServiceIQ to develop its strategies on workplace training for its sector areas.

In the previous EER, it was identified that ServiceIQ deals mainly with the major urban companies in its training sectors, and the evaluators on this EER saw that this is still the case in 2017, but some inroads have been made to smaller businesses. The evaluators acknowledge that it is logistically difficult to reach the smaller businesses but feel that further work in this area should be done. In the

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<sup>6</sup> A leading certifier of quality, environmental, food and occupational health and safety management systems in New Zealand.

<sup>7</sup> Alkema, A., and McDonald, H., 2016. Review of good assessment practice in industry training. Wellington, Ako Aotearoa

<sup>8</sup> Business and Economic Research Ltd.

retail sector, it is the main national franchise stores that engage with ServiceIQ training. This is largely done by adapting the employers' own in-house training programme to fit the New Zealand qualification programmes, as exemplified by Qual Link.

The ITO places importance on identifying sector training needs so that it can ensure that it is designing appropriate qualifications and programmes at appropriate levels. An example is the café sector – which has been identified by ServiceIQ as lacking qualified staff at level 4 or 5 – deciding to provide management skills. This is an area of interest for ServiceIQ, which expects to do some marketing in this field in the future. ServiceIQ has also targeted a key location in which there are concentrations of its sectors working in an integral way, such as Auckland Airport. ServiceIQ has many trainees situated there, representing most of its sector activities. In this strategic way, it gains trainees and increases awareness of training. It remains to be seen how ServiceIQ will respond to the challenge of covering the training needs of the myriad of small businesses in its sectors.

Important strategies focus on the customisation of training for the workplace through the Qual Link process, and the promotion of career pathways through training for higher qualifications. These are ways of maximising the effects of ServiceIQ's existing industry training and in working within the existing training frameworks of large businesses in the sectors. The value lies in translating the client's in-house training to the New Zealand qualifications, and providing an opportunity to gain a recognised qualification without much interruption of the client's normal business. Again, this tends to be confined to the large, well-organised businesses that have their own in-house training structure. It is unclear how ServiceIQ is meeting its statutory responsibilities regarding the provision of training in the large number of small businesses. This is an area that ServiceIQ needs to build capacity in.

While the direct interests of ServiceIQ are in administering training and setting standards, it also fosters an entrepreneurial direction in the use of its training. In 2015, ServiceIQ established ServiceIQ International Ltd, a commercial arm which promotes aviation industry training abroad in collaboration with Education New Zealand<sup>9</sup> and NZQA. In this way, ServiceIQ promotes New Zealand training abroad and the importance of the quality assurance processes supporting this training.

The board of directors of ServiceIQ, with nine members, is largely selected by the industry advisory groups, and its makeup is representative of the industry sectors that ServiceIQ represents. Three independent directors and an independent chairperson supplement this representation. The term of office for directors is three years and is staggered so that membership turnover is manageable. Some board

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<sup>9</sup> Education New Zealand raises awareness of New Zealand as a study destination and supports education providers and businesses to export their services and products.

members are long-serving and can trace their membership back to the predecessors of ServiceIQ. The board operates in a strictly governance capacity, and complementary business skills are sought when directors are being considered for their roles. Board members are experienced in representing their sectors, have served on the industry advisory group, have directorship skills in the governance of other organisations, and some are members of the New Zealand Institute of Directors. The board has conducted self-assessment exercises in the past, but this is not a systematic activity. It meets every two months and receives briefing reports from the chief executive for these meetings. The board had a seconded Pasifika representative for a year recently as part of a reciprocal learning situation, and this has heightened the awareness of its obligations in this area. The board meets with the chairs of the industry advisory groups once a year to formulate the annual strategy. The performance of the chief executive, and the results of internal audits, are routinely reviewed by the board.

Management is aware of the advantage of improving staff capability. Professional development and secondments of staff are encouraged to extend their skill range and work experience. 'Ask your Team' is an electronic method of gaining staff opinions on work-related matters. There has been an 80 per cent participation to date, and the information gained is being used to enhance organisational values and team culture. This initiative has been a positive influence in helping to close the gap between staff and management and has given the staff a 'voice'. FeedbackIQ is another recent initiative which provides an electronic portal for staff to comment and question organisational matters. Selected staff members undergo leadership training in a bid to improve capability.

Electronic and data management systems are being upgraded and staff feedback indicates that these steps, while still being imbedded, are helping to make systems more effective.

Management performance (and staff performance) are measured against critical success factors in conjunction with the goals of the investment plan, strategic plan, and the business plan. The executive team reviews progress against the critical success factors four times a year and reviews the compliance schedule twice a year.

An important level in the management structure is that of the trainee achievement group which monitors the achievement of trainees, programmes and cohorts. This group meets weekly to plot the trends of achievement across the sectors. The enhancements in data collection have improved the effectiveness of the collection and understanding of completions data. The trainee achievement group has a problem-solving role, and includes representation of ServiceIQ functions across the business, and contributes to the weekly meeting.

In some of the sectors, like retail and hospitality, ServiceIQ is placing Ministry of Social Development clients in entry-level programmes with a view to these trainees developing personal and job skills and gaining employment. ServiceIQ

management is moving cautiously and resisting expansion in this area for the time being, while it takes stock of the results.

As identified in earlier parts of this report, there is meaningful engagement with the industry sectors, but more could be done to systematically gather feedback from employers and graduates to gauge whether the long-term needs of the industry are being met.

## 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 ITO performance is **Adequate**.

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

### 2.2 Focus area: Retail sector training

The rating in this focus area for ITO performance is **Good**.

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

### 2.3 Focus area: Aviation sector training

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

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

### 2.4 Focus area: Statutory obligations: assessment, moderation, standards, and resource development

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

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

# Requirements

ServiceIQ must always adhere to the requirements of:

- Industry Training and Apprenticeships Act 1992
- NZQA Consent to Assess Rules
- NZQA Industry Training Programme Approval Rules.

The ITO should pay particular attention to those areas relating to training arrangements and support, assessment and moderation, programme review, and trainee enrolment and achievement record-keeping.

# Recommendations

NZQA recommends that ServiceIQ:

1. Develop systematic ways of gathering feedback from trainees, graduates and employers to assist in understanding the value of the training, and how service and support may be improved.
2. Review its business models to investigate how effectively they meet the needs of small-to-medium enterprises that make up most of the service sector, particularly as this is a key goal of ServiceIQ.
3. Develop deeper and systematic analysis of data to understand the achievement outcomes better to assist in understanding the value of the training, and how service and support may be improved.
4. Take steps to deal with the gaps in Māori and Pasifika achievement identified in this report.
5. Adopt a more focused application of literacy and numeracy principles to raise the skill levels in these disciplines in accordance with the TEC Literacy and Numeracy Implementation Strategy.
6. Enable more stringent moderation of assessors to ensure they are engaging with the process and that the verification of trainees' workplace evidence by observers and verifiers is at the required standard.
7. In the light of recent findings, the monitoring and supervision of Qual Link programmes need attention. Service IQ needs to assure itself and stakeholders that the achievements that come from these programmes are properly quality assured and therefore have integrity.

# Appendix

## Regulatory basis for external evaluation and review

*In 2009 NZQA introduced the evaluative approach to quality assurance in the tertiary education sector, consisting of self-assessment and external evaluation and review. This is applied in the quality assurance of programme approvals and accreditations under sections 249 and 250 of the Education Act 1989, as well as for training schemes (section 251), consents to assess against standards (section 252) AND PTE registration under Part 18 of that Act.*

*The NZQA Board also published policies and guidelines for the conduct of external evaluation and review of ITOs on 27 May 2010. NZQA relies on ITOs to build the self-assessment and external evaluation and review model into their infrastructure. ITOs will be evaluated on their infrastructure and use of the model in the following ways:*

- *Advising Ministerial recognition of an ITO under the Industry Training Act, 1992*
- *Accepting arrangements for monitoring and assessing of industry training under section 10 of the Industry Training Act 1992*
- *Registering standards on the Directory of Assessment Standards*
- *Awarding consents for ITOs (or their assessors) to assess against standards on the Directory of Assessment Standards under section 252 of the Education Act 1989*
- *Applying programme approval criteria where ITOs are course owners.*

*External evaluation and review is also used by NZQA as a monitoring and evaluation tool, with the outcomes of these processes informing Tertiary Education Commission decisions relating to re-recognition of an ITO. In addition, external evaluation and review reports are one contributing piece of information in determining future funding decisions in relation to an investment plan agreed between an ITO and the Tertiary Education Commission. The understandings and expectations for the implementation of ITO quality assurance are set out in a protocol to the Memorandum of Understanding between NZQA and the Tertiary Education Commission.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the policies and criteria approved by the NZQA Board. The report identifies strengths and areas for improvement in terms of the ITO's performance and capability in self-assessment.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*Information relevant to the external evaluation and review process is summarised in the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*. Two other documents explain how the process is applied to ITOs: *EER Policy and Guidelines – ITO Supplement* and *Evaluation Indicators for Industry Training Organisations*. These documents are available at:  
<http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-for-eer-ito/introduction/>*

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