



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

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

Report of External Evaluation and Review

Skills4Work Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 17 July 2018

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	5
3. Conduct of external evaluation and review.....	5
Summary of Results	8
Findings	9
Recommendations	15
Appendix	16

MoE Number: 9130
NZQA Reference: C28921
Date of EER visit: 27 and 28 March 2018

Final

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:	Skills4Work Limited
Type:	Private training establishment (PTE)
First registered:	21 October 2016
Location:	Unit 5, 11 Ronwood Avenue, Manukau, Auckland
Delivery sites:	Skills4Work has one permanent delivery site at Unit 5, 11 Ronwood Avenue, Manukau, Auckland, and two temporary sites at Redwood, Christchurch and Morrinsville.
Courses currently delivered:	National Certificate in Meat Retail Butchery (Level 4) Short courses delivered on demand for unit standards 4098 (Use standards to assess candidate performance) and 11281 (Prepare candidates for assessment against standards)
Code of Practice signatory:	No
Number of students:	Domestic: 444 as at the beginning of 2018 Māori: 73 (16 per cent) Pasifika: 27 (6 per cent) International: none
Number of staff:	Five full-time equivalents and one part-time
Scope of active accreditation:	Skills4Work has a scope of accreditation from level 1 to level 4 across several domains including baking, meat retail, food safety, engineering, retail

Final

produce, delicatessen and distribution, occupational health and safety, merchandise marketing and sales.

Distinctive characteristics: Skills4Work has a unique relationship with the Foodstuffs Group; Foodstuffs franchise owner-operators and their employees who are on bakery or meat retail apprenticeships; and the industry training organisation, Competenz.

Skills4Work assesses the training for all on-job and off-job aspects of the training under contract to Competenz. However, approved workplace verifiers observe and verify apprentice competency to perform on-job tasks. The assessments are then provided to Skills4Work tutors who formally assess the work and submit results. Skills4Work delivers and assesses off-job training at workshops, and through distance learning. Foodstuffs training managers/advisors enrol apprentices and provide mentoring and support to them for the duration of their apprenticeship.

Skills4Work is the only active registered PTE offering butchery training.

Skills4Work is a partner in the Māori and Pasifika Trades Training consortium.

Secondary schools purchase Skills4Work's learning and assessment materials for Gateway¹ under a memorandum of agreement. Under the agreement, Skills4Work provides assessment marking services. The reporting of results is done by the school for individual students using Skills4Work's provider code.

Recent significant changes: Skills4Work was newly registered as a PTE in 2016. However, it was previously a division within Animation College NZ Ltd until it was purchased in November 2016 by the operations manager at Animation College and now the current general manager of Skills4Work. This person has been involved with Skills4Work for 16 years.

Previous quality assurance This is the first external evaluation and review

¹ The Gateway programme gives senior secondary students workplace learning/experience.

history: (EER) of Skills4Work as a newly registered PTE.

Other: Skills4Work has recently refurbished and fit-out its Manukau training centre. The majority of North Island training is now delivered at this site.

2. Scope of external evaluation and review

Bakery programmes were the focus of this evaluation. Skills4Work supports apprentices enrolled through Competenz on the following bakery programmes.

Programme	No. apprentices 2017
New Zealand Certificate in Trade Bakery (Craft) (Level 3) (18-month course) – introduced in 2017	3
The New Zealand Certificate in Trade Bakery (Craft) strand in bread (Level 4 (36-month course) – introduced in 2017	78
National Certificate in Bakery (Level 2) – expires 2019	2
National Certificate in Bakery (Level 3) – expires 2019	50
National Certificate in Bakery (Level 4) (Instore/Franchise) – expires 2020	109
TOTAL	242

Skills4Work also trains meat retail butchery apprentices. The National Certificate in Meat Retail Butchery (Level 4) is Skills4Work's only NZQA-approved programme. Both bakery and meat retail have similar apprentice numbers and achievement results. Bakery was selected as a focus area because a new butchery programme is being developed to meet the requirements of the New Zealand qualification for delivery in 2019. Furthermore, the sole butchery tutor is new to the position.

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.

The evaluation team consisted of two evaluators. The team visited Skills4Work on 27 and 28 March 2018.

Interviews (in person or in groups) were held with:

- The general manager and the quality advisor
- The office manager and customer services representative
- The programme manager (for bakery and butchery) and the two tutors
- Two Foodstuffs training managers/advisors
- Three senior managers from Foodstuffs responsible for strategic relationships with training providers and overseeing the training and development of staff
- Business stakeholder
- Competenz account manager
- Six current and past apprentices.

The evaluation team is confident that a sufficient range of staff, stakeholders and students were interviewed for evaluation and review purposes.

During the site visit, Skills4Work provided the evaluation team with a range of operational documentation including student progress reports, student evaluations, course design, delivery and assessment materials, external moderation, information about the verification process for workplace verifiers, compliance, and risk management documentation. This documentation complemented the substantive self-assessment information submitted prior to the on-site evaluation.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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.

Final

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud²*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Highly Confident** in educational performance and **Highly Confident** in the capability in self-assessment of **Skills4Work Limited**.

Skills4Work is a well-managed, high quality provider focused on meeting the needs of its clients and industry stakeholders. While the PTE was newly registered in 2016, the management and staff have extensive experience, skills and networks in industry training which has enabled the PTE to establish and embed its business processes and practices quickly.

Skills4Work has a clear direction and purpose. The general manager has a long-standing relationship with its key client, Foodstuffs, and with the industry training organisation, which provides a level of sustainability to its operations. However, the general manager is also thinking strategically about growth and diversifying the PTE's offering to manage future risk. The general manager has regular discussions with key clients to ensure their needs are being met and areas for improvement are identified and addressed. Skills4Work has invested in: data management systems to ensure it has access to real-time, robust and accurate data for all apprentices; training facilities which are well resourced and fit for purpose; and staff who are experienced practitioners and educators.

Self-assessment is both formal and informal across the organisation. Given the PTE's small size, there are frequent opportunities for reflective discussions among staff. However, formal self-assessment logs are also maintained which combine staff, apprentice and stakeholder reflections. These reflections are reviewed regularly, and opportunities for improvement are summarised and addressed. Internal moderation of assessments is practised and in time will be a useful opportunity to improve teaching practice.

Apprentices felt the training received was high quality, relevant and extended their knowledge and practice. Pastoral care and overall management of their apprenticeships is the role of the Foodstuffs training manager/advisor, so Skills4Work's contribution is limited in this regard. However, the tutors create positive and inclusive learning environments. They also provide regular progress reports to apprentices which affirm good practice and offer areas to work on. Learning difficulties are assessed early and any learning or attendance issues are brought to the attention of the Foodstuffs training manager/advisor to remedy.

Compliance accountabilities are being well managed. The general manager is kept well informed of compliance and quality issues by the quality advisor and has a good handle on business planning and risk management issues. There is strong educational and industry experience among the tutors, supported by an effective administrative and customer support team.

Final

Findings³

1.1 How well do students 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 **Excellent**.

Skills4Work's contribution to student achievement is measured through its key performance indicators with Competenz, which include student progress over time and completion of the qualification. Evidence from documentation – and triangulated through conversations – affirms that Skills4Work exceeds Competenz expectations. Skills4Work marks all assessments in the programme (workshop, distance learning and on site). However, practical on-site assessments are first verified by an approved workplace verifier and then submitted to Skills4Work tutors who check the verification, mark the assessment, or return it if it is incomplete or insufficient evidence provided. This practice is preferred by Skills4Work's primary client and is a 'high trust' model supported by a robust process for approving verifiers. Tutors also validate student competence and progress at workshops.

Student progress is monitored and reported to key stakeholders (including Competenz and Foodstuff training managers/advisors) at agreed intervals and as required. Internally, after each workshop the tutor provides students with updates on their progress which are collated and reported to management. Progress trackers were also introduced to help apprentices map out their learning journey and monitor their own progress. Table 1 shows how well students are progressing through their qualification in 2017.

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

Table 1. Student achievement 2017

Qualification	Enrolled	Withdrew	Behind*	Achieved**	% Achieved
National Certificate in Baking (Level 3) (24 months)	4	0	0	4	100%
National Certificate in Baking (Level 4) (Instore/Franchise)	62	1	1	60	98%
New Zealand Certificate in Trade Baking with strand in Craft Baking (Level 3) (duration 18 months)	4	0	1	2	67%
New Zealand Certificate in Trade Baking (Craft) strand in Bread (Level 4) (duration 26 months)	78	6	42	30	42%

*Behind means yet to complete required assessments.

**Achieved means successfully passed assessments required by December 2017.

While Skills4Work records ethnicity data, there is limited analysis of how well Māori and Pasifika apprentices progress and achieve compared to non-Māori and non-Pasifika. This is not a current contract requirement. However, the practice of self-assessing and addressing issues for Māori and Pasifika apprentices will serve the provider well should it continue to expand its offering through Māori and Pasifika Trades Training and TEC-funded programmes.

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

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**.

Skills4 Work is the preferred and only supplier of training for Foodstuffs and its franchises. This relationship has existed for over 10 years and has endured due to Skills4Work's focus on client needs and quality solutions to meet Foodstuffs' training and development needs. This same outcome-driven approach is used to form and nurture business relationships with other industry stakeholders and sponsors.

The training model adds value to the apprentices and their employers as it allows apprentices to work within their home towns while gaining skills, knowledge and a highly valued qualification that meets their needs and the needs of their employer and industry.

Skills4Work is also committed to the wellbeing of its local community and donates bakery products to local community services and important causes, e.g. Starship Hospital staff. The PTE also offers its premises to Foodstuffs to host in-house baking competitions. Skills4 Work is also a partner in the Māori and Pasifika

Final

Trades Training consortium and is looking to take on trainees in 2019 if it is successful in its bid for TEC funding.

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

Similar to 1.2 above, Skills4Work's training model is highly relevant and responsive to the needs of key stakeholders. Management works hard to ensure the programme content and materials are high quality, well presented and comprehensive. Skills4Work is an early adopter of New Zealand bakery qualifications. As such, it has had the opportunity to deliver its new programme in 2017 and make minor adaptations to resources and assessment materials based on student and industry feedback as part of annual self-assessment for delivery in 2018.

Skills4Work recently invested in refurbishing its facilities with a new purpose-built kitchen and bakery training rooms. A meat boning room is also planned. The new fit-out has enabled Skills4Work to hold its bakery training workshops on site with all the equipment and resources needed. Workshops are well planned, allowing apprentices the opportunity for theory and practical exercises. The tutor is an experienced baker and the activities the tutor sets in place often extend students beyond the minimum requirements of the course.

Tutors are experienced and passionate about their trade. Apprentices spoke positively about how easily they related to the tutors. Tutors were always willing to share their knowledge and to learn from their experiences. The manager conducts formal tutor reviews each year. There was good evidence of ongoing and regular self-assessment activity among staff, and documented improvements.

Learners praised the quality of teaching and support they received with assessment and/or resource content, as evidenced in regular student evaluations.

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

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**.

Pastoral care and support is provided by the Foodstuffs training manager/advisor in the first instance. Skills4Work provides a level of pastoral care by creating a supportive learning environment that encourages students to keep in contact with the tutors, and to network and build relationships. The baking tutor provides a good balance of theory and practice in the workshops, facilitated by the new facilities and equipment. Workshops are evaluated by apprentices, feedback is reviewed, and immediate changes made to improve the learning experience.

As noted above, Skills4Work developed a progress tracker for apprentices to help them monitor their own progress. Skills4Work has regular conversations with Foodstuffs training manager/advisors to exchange learning information and any issues Skills4Work may have regarding apprentices. Skills4Work has also introduced the adult literacy and numeracy tool to provide tutors with additional information to tailor their teaching. If the literacy and numeracy assessment identifies areas where the apprentices need support to develop, these are referred to the Foodstuffs training manager/advisors.

Foodstuffs facilitates annual baking competitions and apprenticeship awards which Skills4Work participates in. Apprentices have set up their own support networks via Skills4Work social media. This forum is used to keep in touch with other graduates and their careers, to share examples of their work, and also to keep in contact with tutors.

1.5 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**.

Skills4Work has a clear purpose and business strategy, supported by robust policies and processes. Skills4Work has invested significantly in resources and facilities to ensure students have authentic learning experiences that replicate their workplaces.

Management is focused on maintaining high quality delivery but also looking for opportunities to grow and diversify. The general manager has a good understanding of the risks for the organisation (financial and reputational). These are documented and monitored with support from the quality advisor. Stakeholder relationships are highly valued and fostered by Skills4Work through ongoing informal engagements as well as regular monthly meetings.

Final

Staff feel valued; high standards of performance are expected and met by all staff. Tutors are encouraged to develop their craft as part of their own professional learning and development. The owner/general manager also has a personal and professional network within the sector to draw on for support if needed.

1.6 How effectively are important compliance accountabilities managed?

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**.

Skills4Work has good processes in place to manage its compliance accountabilities, including good business planning and risk management. Management also has a sound understanding and documented overview of PTE compliance requirements which are monitored by the quality advisor. As a newly registered PTE, all Skills4Work's policies and procedures and other compliance documentation are up to date. There were no presenting compliance issues at the time of the evaluation.

Focus Areas

2.1 Focus area: Bakery

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

There are no recommendations arising from the external evaluation and review other than areas for improvement implied in the body of the report.

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 NZQF 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

Final