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# External Evaluation and Review Report

MITA Consulting Ltd

Date of report: 13 January 2020

# About MITA Consulting Ltd

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*MITA Consulting Ltd (MITA) is contracted by Connexis ITO to provide training for electrical linepersons and in electrical distribution, for registration with the Electrical Workers Registration Board (EWRB).*

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Type of organisation:	Private training establishment (PTE)
Location:	45 Keeling Road, Henderson, Auckland
Code of Practice signatory:	No
Number of students:	Around 200 equivalent full-time students are enrolled with MITA at any given time; 25 per cent of trainees are Māori and 11 per cent are Pasifika
Number of staff:	Six full-time equivalents
TEO profile:	Although MITA has programme approval to deliver programmes, it is important to note that trainees are managed by Connexis ITO – which has ultimate responsibility for monitoring the quality of programme delivery, awarding qualifications, and employer engagements. MITA is a contracted training provider to the ITO.
Last EER outcome:	Highly Confident in educational performance Confident in capability in self-assessment
Scope of evaluation:	All of the organisation, including focus areas: <ul style="list-style-type: none"><li>• New Zealand Certificate in Electricity Supply (Line Mechanic Distribution) (Level 4)</li><li>• New Zealand Certificate in Electricity Supply (Cable Jointer - High Voltage) (Level 4)</li></ul>
MoE number:	7098
NZQA reference:	C35394
Dates of EER visit:	9 and 10 September 2019

# Summary of Results

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*MITA achieves exemplary learning outcomes for enrolled trainees whose training is purposely matched with the needs of employers in this sector. Educational delivery is well organised around the most important needs of trainees and industry.*

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| <b>Highly Confident in educational performance</b>       | <ul style="list-style-type: none"><li>• Overall educational achievement results show exceptional performance. There are few gaps or weaknesses in the educational experience and the graduate outcomes being delivered.</li><li>• Over 90 per cent of MITA trainees complete their programmes of study – culminating in the examination for the EWRB within the required period of two years of study for those that complete.</li></ul>  |
| <b>Highly Confident in capability in self-assessment</b> | <ul style="list-style-type: none"><li>• Current trainees and graduates interviewed said they valued the learning opportunities offered by MITA. Trainees said they receive feedback on their learning outcomes in a timely manner, and that the learning environment was inclusive and met their needs.</li><li>• Evidence of coherent and complete programme design materials was presented for this EER.</li><li>• Management performance in relation to supporting trainee achievement is generally strong. There was evidence of responsiveness to change and maintaining industry relevance. There is scope to extend the terms of reference of the advisory committee to improve opportunities for ongoing external academic input.</li></ul> |

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

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p><i>Formal course and qualification outcomes</i></p> <p>Over 90 per cent of MITA trainees complete their programmes of study – culminating in the examination for the EWRB within the required period of two years of study.</p> <p>In the focus area programmes, MITA data shows completion rates of 100 per cent for cohorts that commenced in 2015 and 2016. The majority of the 2017 enrolled students have now also completed (allowing for registration with EWRB). This data supports the finding that trainees who enrol in MITA programmes complete, although the time taken for some trainees may be longer than for others.</p> <p>There is scope for MITA to improve both the collation and self-reflection on trainee rates of progress at an organisational level. (It is noted that individualised information is provided to trainees.<sup>2</sup>)</p> <p><i>Achievement of work-readiness skills</i></p> <p>All trainees in MITA programmes are employed (in a cadet-like role), and seek formal registration with the EWRB. MITA training ensures this is achieved for all graduates with its programmes structured around the achievement of the board's requirements. This is the key positive outcome that trainees value, which leads directly to higher duties and in most cases higher pay.</p>
Conclusion:	Overall results show exceptional performance in trainee achievement. There are few gaps or weaknesses in

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

<sup>2</sup> During the course of the EER, MITA agreed to improve its data collation in this area. MITA now needs to embed periodic monitoring of such data and draw on it for educational planning purposes.

	<p>educational or graduate outcomes.</p> <p>Further collation and self-reflection on trainee rates of progress at an organisational level is recommended, although it is noted that tracking the learning progress of individuals already occurs systematically.</p>
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## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>MITA's primary stakeholders are:</p> <ul style="list-style-type: none"> <li>• Trainees and graduates</li> <li>• Employers, industry and the relevant ITO.</li> </ul> <p>Current trainees and graduates interviewed said they valued the learning opportunities offered by MITA, which met their needs within their chosen career pathways. These positive reflections are consistent with trainee information gathered directly by MIT through regular formal programme surveys and less formal oral evaluations after block courses.</p> <p>Employers (of trainees) interviewed said that MITA training was very well aligned with industry needs and the specific needs of the companies for registered workers. The ITO received similar feedback from employers on the training delivered by MITA. Staff at MITA were considered by employers to set the industry standard, and MITA was the only training provider used by some employers for that reason. Employers also considered that the resources and modules of delivery (block learning) were well suited to their needs.</p> <p>All trainees and employers valued the primary outcome: registration with the EWRB.</p> <p>The EWRB last formally accepted the training approach of MITA in 2011, and each year thereafter a new deed of provision has been entered into between the Ministry of Business, Innovation and Employment and MITA to maintain the linkage between the programme and registration.</p>
Conclusion:	MITA meets well the needs of stakeholders and ensures

	programmes are well linked to formal registration requirements.
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### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p><i>Programme design</i></p> <p>Evidence of coherent and complete programme design materials was presented for this EER (programme approval and structure materials). Programme content is designed by senior MITA staff with relevant experience, to ensure practical applicability within their teaching contexts. Theory components typically proceed practicums (to allow application), and health and safety aspects are appropriately incorporated as initial prerequisite components.</p> <p>Tutors at MITA are highly experienced and knowledgeable in their subject and industry areas which supports strong content design. Their expertise is drawn on across the sector, for example as advisors for new qualification development by the ITO, and as judges in sector competitions.</p> <p>MITA has NZQA approval for both programme focus areas.<sup>3</sup></p> <p><i>Programme delivery</i></p> <p>Trainees said they value the expertise and the positive rapport and professionalism tutors bring to the learning environment. Trainees say tutors are approachable and helpful with their individual learning needs. Tutor ratios do not exceed 1:12; and co-teaching is used for larger cohorts of trainees.</p> <p>Tutors use a wide variety of teaching methods and resources to facilitate learning opportunities. This includes one-to-one support, trainees supporting each other, and group exercises. Learning block reports are used to reflect on delivery and trainee progressions; managerial oversight ensures improvements are carried out.</p>

<sup>3</sup> This is not a compulsory requirement as trainees are enrolled with an ITO that confers qualifications. However, MITA wishes to demonstrate it has full capacity to develop qualifications.

	<p>Most tutors hold Certificates in Adult Literacy and Numeracy Education (NCALNE) or similar. However, there is still scope for MITA to ensure more of its tutoring workforce complete formal qualifications in adult education and/or undertake more professional development in this area to strengthen teaching and maintain their currency of pedagogical knowledge.</p> <p><i>Assessment and moderation</i></p> <p>MITA uses ITO assessment tools and information. The PTE reflects on the utility of assessment approaches (such as assessment task design), and carries out internal moderation. Staff meetings to discuss teaching and assessment are factored into programme schedules (two to three meetings per year). These are good practices.</p> <p>MITA satisfactorily passes most external moderation requirements. In 2018 MITA did not complete external moderation for two unit standards – resulting in the relevant ITO requiring an action plan which was sighted at the EER.<sup>4</sup> On balance, assessment practice at MITA is fair, valid and consistent.</p>
<p>Conclusion:</p>	<p>MITA’s performance in programme design and delivery (including assessment) is generally strong and matched to the needs of stakeholders, including trainees.</p> <p>MITA should undertake further self-reflection on tutor support and pedagogical professional development. This would better ensure a staffing base with strong understanding of teaching best practice, and maintain currency in teaching approaches. This may also assist in strengthening other core aspects of teaching practice, including assessment and moderation.</p>

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<sup>4</sup> The ITO did not require any further immediate follow-up on this matter.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Trainees enrolled in MITA programmes are formally enrolled with an ITO, and on-job and pastoral care responsibilities are the domain of that organisation. This includes literacy and numeracy assessment and support services.</p> <p>MITA supplements that provision with its own recordings of trainee progress, including any barriers to learning. Where appropriate, this information is shared between tutors to ensure trainees are supported during block courses.</p> <p>All trainees receive course handbooks and relevant learning materials before and during block courses. Trainees are therefore aware of the learning objectives and their progress within each block of learning. Trainees also receive an annual record of achievement of their progress towards the qualification; and certifications of attendance are provided annually to assist in celebrating success.</p> <p>Trainees say they receive feedback on their learning outcomes in a timely manner, and that the learning environment is inclusive and meets their needs. Tutors are considered to be approachable and available for supplementary support, even outside of block courses.</p>
Conclusion:	There is good evidence that performance is strong in supporting trainees during block learning sessions.



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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p><i>Planning and leadership</i><sup>5</sup></p> <p>MITA has a clear leadership and management structure and set of strategic objectives. This has allowed MITA to respond to industry and education sector changes (such as by gaining new programme approvals from NZQA). Regular leadership meetings are held and minuted. However, core educational performance objectives and issues of academic concern are not consistency documented in leadership or other advisory group meeting minutes. A stronger focus on academic inputs in this process may be required to strengthen MITA's educational offer.</p> <p><i>Understanding educational performance</i></p> <p>Tutor block course reports are prepared after each block. While each is reviewed and commented on by MITA's leadership, as yet there is no aggregation of education or academic themes emerging. Extending the role of the advisory committee to more strongly consider academic items (including assessment and moderation) may therefore strengthen MITA's educational offer.</p> <p><i>Academic staffing</i></p> <p>The majority of tutors at MITA are contractors. This allows tutors to maintain other industry-based employment, and assists in ensuring currency of provision. MITA has a medium-term (three-year) teaching plan to ensure a suitable range of tutors are available. Contractor tutors also typically have long-term relationships with MITA (five years or longer), giving stability to provision. Tutors (contracted and employed) said they feel valued at MITA and that they have the resources needed for teaching.</p>
Conclusion:	Management performance in relation to supporting student achievement is generally strong. There is evidence of

<sup>5</sup> There have been no governance changes at MITA since the last EER. One of the two directors participated in this EER (the other being unavailable off-shore). The director interviewed said he was directly involved in the operations of MITA.

	<p>responsiveness to change and maintaining industry relevance.</p> <p>However, there is room to strengthen the systematic consideration of academic issues arising (such as cohort progression, the development of new materials, and managing assessment and moderation processes). MITA may also benefit from further direct advice from other educators to strengthen such considerations.</p>
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## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>MITA has effective systems to manage its key accountability responsibilities. This includes extensive health and safety policies and procedures, student complaints and student record management. MITA's quality management system is used to guide the development and application of these types of policies.</p> <p>The executive director attests that there are no legal or ethical matters arising. The PTE understands how to manage NZQA and wider system requirements.</p>
Conclusion:	MITA is effectively managing important compliance and accountability matters. There are no issues of major concern at this time.

## Focus Areas

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

### 2.1 Focus area: New Zealand Certificate in Electricity Supply (Line Mechanic Distribution) (Level 4)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

### 2.2 Focus area: New Zealand Certificate in Electricity Supply (Cable Jointer - High Voltage) (Level 4)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that MITA Consulting Ltd:

- Consider further collating data and increasing self-reflection to improve trainee rates of progress at an organisational level.
- Undertake further self-reflection on tutor support and pedagogical professional development, to better ensure a staffing base with strong understanding of teaching best practice, and to maintain currency in teaching.
- Consider extending the role of the advisory committee to more strongly consider academic items – including the two recommendations above, and assessment and moderation matters.

## Requirements

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

# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

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

- *Identify organisational fraud<sup>6</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>6</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

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

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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