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External Evaluation and Review Report

Mines Rescue Trust

Date of report: 22 August 2022

About Mines Rescue Trust

Mines Rescue Trust (Mines Rescue) provides training in the health, safety and related fields to industry clients specialising in the extractives and tunnelling industries. Courses, which are generally one or two-days' duration, are delivered to trainees who are in employment, and are contextualised to suit company, site and individual requirements.

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| Type of organisation: | Private training establishment (PTE) |
| Location: | 145 Seven Mile Road, Rapahoe, Greymouth |
| Code of Practice signatory: | Yes – for domestic students |
| Number of students: | Domestic: 2021, total of 2704 enrolments representing 166 equivalent full-time students International: nil ¹ |
| Number of staff: | Six full-time; 10 part-time |
| TEO profile: | See Mines Rescue on the NZQA website |
| Last EER outcome: | The previous external evaluation and review (EER) of Mines Rescue, held in March 2017, resulted in summative judgements of Highly Confident in educational performance and Highly Confident in capability in self-assessment. |
| Scope of evaluation: | All training design and delivery |
| MoE number: | 7983 |
| NZQA reference: | C45316 |
| Dates of EER visit: | 28 and 29 June 2022 |

¹ Up to 30 per cent of Mines Rescue students are migrant workers who are in New Zealand on work visas. As they are undertaking short programmes of study relevant to their work, they are not classified as international students under the Education (Pastoral Care of International Students) Code of Practice.

Summary of results

There is clear and comprehensive evidence that Mines Rescue is delivering quality education and training systematically tailored to the needs of industry clients. Mines Rescue has strong achievement, and the outcomes are highly valued by trainees and their respective workplaces.

Highly Confident in educational performance

- Mines Rescue has course completions of nearly 100 per cent², along with very positive industry and trainee satisfaction with the training. Long-term relationships with clients signify that the outcomes for trainees and industry are valued.
- Mines Rescue is hugely invested in its industry and is using its industry and community connections and relationships methodically and effectively to develop and deliver programmes that closely match individual and employer needs.

Highly Confident in capability in self-assessment

- Programmes are taught by experienced, qualified staff who use their significant industry and educational experience to ensure the education is relevant and engaging. Staff are involved in regular reflection and review, leading to continuous improvement of delivery.
- The organisation is well governed and managed and has a clear strategy and purpose which is reflected throughout the training. Educational delivery is well planned and exceptionally well resourced. Important compliance accountabilities are being effectively managed.
- The practice of self-assessment is not new at Mines Rescue. Records and discussions indicate that self-assessment is well embedded and has been practised for many years.
- Self-assessment at Mines Rescue is comprehensive, authentic and transparent. NZQA is highly confident that Mines Rescue will continue to use findings insightfully to bring about worthwhile and ongoing improvements.

² Course completion in 2021 was 99.8 per cent – refer Table 1, Appendix 1

Key evaluation question findings³

1.1 How well do students achieve?

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Mines Rescue trainees achieve excellent results. Achievement rates have consistently been around 99 per cent over the past two years. Achievement is supported by accurate recording and analysis of progress. Although staff are distributed across New Zealand, the organisation has regular online staff meetings, and teaching staff have developed a community of practice to discuss and agree ideas for improving course delivery and maintaining trainee achievement. Mines Rescue’s practice of ‘embedding’ staff in major industry projects has enabled their staff to constantly gauge the impact of the training and immediately adjust content and delivery to improve value.</p> <p>Mines Rescue Trust is effectively owned by the industry it serves and is strongly industry focussed and committed to ensuring that trainees and the industry receive high value from the training and services they deliver. Interviews with external stakeholders indicate that the trainees are acquiring worthwhile skills and knowledge contextualised to the trainees’ workplaces and equipment. This enables the trainees to apply their learning and work more safely, immediately in their employment.</p> <p>Mines Rescue training meets legislative requirements⁴ by ensuring everyone working underground meets a minimum set of competencies, and ensures that those entering underground</p> |

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

⁴ For instance, requirements under the Health and Safety at Work (Mining Operations and Quarrying Operations) Regulations 2016.

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| | <p>have a knowledge of risks, operating procedures, hazard monitoring and escape and self-rescue processes.</p> <p>Industry feedback and clients spoken to during the EER were very satisfied with the value they received from the training provided by Mines Rescue, and look to Mines Rescue as the leader in this field.</p> <p>The organisation also frequently adds to the overall body of industry knowledge and shares this through industry fora and participation/leadership in the development of unit standards and qualifications.</p> |
| Conclusion: | <p>Mines Rescue trainees are achieving strongly across the programmes the PTE delivers. Achievement data is regularly monitored and analysed to identify any areas of potential improvement. Mines Rescue is strongly industry focussed and demonstrably committed to ensuring that trainees, workplaces and their industry receive excellent value from the programmes and services they deliver.</p> |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Mines Rescue’s regular and ongoing interaction with its stakeholders was a stand-out feature of this EER. Mechanisms employed by Mines Rescue include ongoing contact with clients and trainees, embedded staff, trainee satisfaction surveys, client surveys, end-of-training discussions, and participation in a number of industry fora.⁵</p> <p>Mines Rescue’s client focus is typified in the way the PTE schedules the training around the needs of clients and delivers training where and when it is needed. Of note was the significant response by Mines Rescue to the needs of clients to continue to</p> |

⁵ For example: Expert Industry Advisory Group to WorkSafe (EIAG); Governance Group Emergency Response Protocol Underground Mines and Tunnels; International Mines Rescue Body; NZTA Tunnels Emergency Response Group; NZ Tunnelling Society; Straterra and MinEx.

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| | <p>operate essential services and critical projects during the various phases of the COVID-19 restrictions.</p> <p>Trainers work with client organisations to develop and continually enhance teaching and learning scenarios contextualised to the workplace. For instance, when Mines Rescue contracts to a new client, teaching staff will always visit the site and review operational documentation, to familiarise themselves with the site, plant and work style so that training is closely contextualised to it.</p> <p>Mines Rescue teaching staff have a wealth of industry, training and professional experience, and an obvious natural passion and ability to engage with trainees across a wide spectrum of age, experience and background. Several staff have completed or are participating in formal professional development relating to teaching, and there are regular structured opportunities for staff to discuss teaching practice. Peer observation of teaching is regular, and there were examples of how it has led to improvements. Ongoing professional development for teaching staff helps them to keep their teaching strategies current and ultimately leads to an improved experience for both trainees and trainers.</p> <p>Assessment materials are externally moderated by relevant standard-setting bodies⁶ before first use. There is a schedule for external post-assessment moderation, the results of which were generally positive throughout 2019-21. Internal moderation is sound and regularly conducted.</p> <p>Mines Rescue has sound systems to gather feedback from trainees and client organisations. This involves both a systematic approach to gathering feedback through end-of-course surveys, and the less formal approaches such as asking trainees every day: 'How is it going?'; 'Did you understand that?'; 'Did you enjoy that session?'. This dual approach is useful for both identifying improvement and engaging trainees and is used effectively by the organisation to inform ongoing improvements to course content and delivery.</p> |
| <p>Conclusion:</p> | <p>The very positive feedback by stakeholders, and repeated engagement by client organisations as their preferred provider, affirm that Mines Rescue is identifying and responding well to</p> |

⁶ Mines Rescue delivers unit standards moderated by: the Motor Industry Training Organisation; The Skills Organisation; and Hanga-Ara-Rau Workforce development Council.

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| | learner and stakeholder needs. Mines Rescue’s courses and assessments are effectively designed and delivered to match the needs of the trainees, their workplaces and industry. |
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1.4 How effectively are students supported and involved in their learning?

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Trainees at Mines Rescue receive active and immediate support for their short courses and beyond from staff throughout the organisation. Mines Rescue does not face the same support requirements as providers of full-time courses, but what support services it does provide are appropriate to the courses delivered and the immediate needs of the students attending. Students are normally selected and referred to courses by their employers, but pre-course materials provided by Mines Rescue ensure that they come prepared.</p> <p>A strong focus on personal relationships, beginning with tutors taking time to ascertain and understand individual learning needs and styles, ensures that trainees are engaged in their learning and have opportunities to learn in ways that are relevant to their needs. Tutors teach small groups of trainees which enables them to have a good understanding of both progress and learning barriers and to provide individual support when needed. From experience, staff have developed a comprehensive appreciation of the needs of trainees and have developed strategies to address those needs. In particular, these strategies address the literacy and language challenges typical of many of the trainees in the industries the PTE serves.</p> <p>The increasing number and proportion of migrant workers on the courses⁷ has amplified the importance of such needs and practices. Course material is designed so that it is uncomplicated and easy to understand, and speakers of other languages are occasionally available to assist if required. Mines Rescue requires all assessments to be completed in English as this is the language of the workplace.</p> |

⁷ Refer Figure 1 in Appendix 1.

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| | <p>Even though they are only with trainees for short periods of time, Mines Rescue staff have identified that, being independent, they are often in a position to recognise signs of stress or mental health issues in trainees. Mines Rescue has gone above and beyond expectations by networking with the 'Mates In Construction' organisation⁸, and several trainers have completed Mates training to assist in recognition of needs and referral to appropriate support services.</p> <p>Mines Rescue submitted attestation to NZQA that they had completed a self-review of their implementation of the interim domestic Code⁹ as a requirement for all PTEs by 1 March 2021. Through the self-review the PTE identified areas for further development and continues to address these.</p> |
| Conclusion: | From initial enrolment through to and beyond course completion, trainees receive high quality and appropriate learning support from Mines Rescue tutors and administrative staff. |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Mines Rescue Trust is a private sector, non-profit organisation which employs and retains highly qualified and experienced staff whose experience and know-how are valued. The PTE is well governed by an experienced board of trustees who represent key stakeholders and regulatory bodies.</p> <p>The PTE is very well equipped with physical and learning resources. There are systems in place to monitor resourcing so that there are always sufficient resources of a leading industry standard to meet the learning needs of the trainees.</p> <p>Mines Rescue has a clear focus on, and clear understanding of, its core business. The PTE has deliberately kept recent growth to a manageable scale and focussed on repeat business with a small number of long-term clients. The business model is sustainable and has responded well to change, evident in over a</p> |

⁸ <https://mates.net.nz/>

⁹ The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

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| | <p>decade of successful operation and growth. All staff were retained through the COVID-19 lockdowns in 2020-21, and in fact the business grew significantly through this period.</p> <p>Mines Rescue has well-established administration and management systems and procedures in place, with ethical practices. Monitoring of staff performance is transparent and open, and systematically applied.</p> <p>The organisation encourages reflection on its role and how to continue to make ongoing and continuous improvements to how well it meets the needs of trainees and other stakeholders. Self-assessment is being well led by management and is comprehensively understood and adopted throughout the organisation.</p> |
| Conclusion: | Mines Rescue has a clear vision and understanding of its enterprise, and strong leadership committed to providing effective support for educational achievement. Monitoring of performance within Mines Rescue is regular, transparent, continuous and effective. |

1.6 How effectively are important compliance accountabilities managed?

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Mines Rescue culture includes a strong emphasis on being compliant. Compliance management responsibility sits with the general manager, with compliance tasks and obligations distributed to staff as appropriate. These are then monitored through a compliance calendar with a bring-up system to identify compliance deadlines and ensure the most important obligations are met.</p> <p>Courses are delivered as per unit standard requirements, and a system is in place to review courses and assessment resources on a regular basis.</p> <p>NZQA attestations and returns have been met within required timeframes. The courses are being delivered consistent with NZQA approvals. As previously discussed, moderation is up to date and meets required standards.</p> |

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| | <p>Clients confirmed that results are processed promptly – certificates are mailed to students and results reported to NZQA in a timely manner. This is important as students often need these unit standards or certificates for compliance in their own workplace or for credit towards other qualifications.</p> <p>The PTE works positively with government agencies, for instance WorkSafe, NZ Transport Agency and Fire and Emergency NZ.</p> |
| <p>Conclusion:</p> | <p>In essence, Mines Rescue has a clear understanding of its compliance accountabilities and manages them effectively to ensure its many internal and external obligations are met.</p> |

Focus areas

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

2.1 Focus area: All training and delivery

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| Performance: | Excellent |
| Self-assessment: | Excellent |

Recommendations

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

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

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix 1

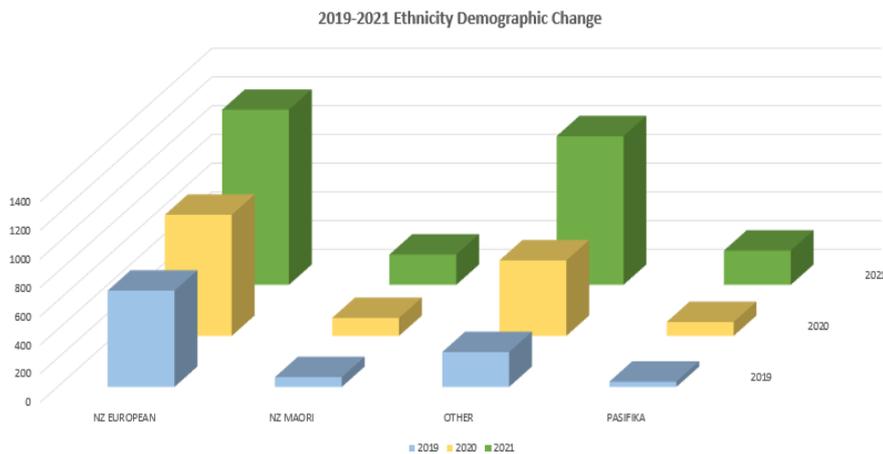
Table 1. 2021 course completion summary

Total Course Summary

| Course Code | Course Description | Withdrawn | Completed | Successful |
|-------------------|--|-----------|-----------|------------|
| CABA | Compressed air breathing apparatus | 0 | 81 | 100.00% |
| CIMS4 | Applied CIMS training | 0 | 158 | 100.00% |
| CIMSAPDR | CIMS Action Plan Development Refresher | 0 | 18 | 100.00% |
| CIMSMT | CIMS Incident Management Team (IMT) Refresher Training | 0 | 25 | 100.00% |
| CIMS MN | CIMS Mines Rescue | 0 | 38 | 100.00% |
| COC- 1stClass | First Class Mine Manager | 0 | 1 | 100.00% |
| COC- AGQ | A Grade Quarry Manager COC | 0 | 24 | 100.00% |
| COC- AGTM | A Grade Tunnel Manager - Certificate of Competence | 0 | 7 | 100.00% |
| COC- BGQ | B Grade Quarry Manager COC | 0 | 28 | 89.66% |
| COC- BGTM | B Grade Tunnel Manager Certificate of Competence | 0 | 39 | 100.00% |
| COC- SSE | Senior Site Executive | 0 | 1 | 100.00% |
| COC- SURV | Mine Surveyor | 0 | 3 | 100.00% |
| CSP | Confined Space | 0 | 52 | 100.00% |
| CSPR | Confined Space Refresher | 0 | 37 | 100.00% |
| Deputy | Coal Deputy | 0 | 1 | 100.00% |
| Electrical Mining | Electrical Mining Endorsement | 0 | 24 | 100.00% |
| EWP | Elevating Work Platforms | 0 | 11 | 100.00% |
| EWPR | Elevating Work Platforms Refresher | 0 | 6 | 100.00% |
| FAADV | Advanced First Aid 2 day course | 0 | 38 | 100.00% |
| FAWP | Workplace First Aid | 0 | 355 | 100.00% |
| FEX | Fire Extinguisher | 0 | 73 | 100.00% |
| HUF | Human Factors | 0 | 13 | 100.00% |
| ISO | Isolation | 0 | 108 | 100.00% |
| RMGT | Risk Management | 0 | 3 | 100.00% |
| SCSR | Self-Contained Self-Rescuer | 0 | 38 | 100.00% |
| TS - UGI | Underground Mining Induction (Training Scheme) (Level 2) | 0 | 1414 | 99.92% |
| UGOPS | US 7148 - Underground Operation | 0 | 10 | 100.00% |
| USV | Underground Services | 0 | 2 | 100.00% |
| WAH | Working at Heights | 0 | 47 | 97.917% |
| WAHH | Working at Heights (Harness) | 0 | 8 | 100.00% |
| WAHR | Working at Heights Refresher | 0 | 49 | 100.00% |
| | | 0 | 2704 | 99.815% |

Source: Mines Rescue Trust

Figure 1. Ethnicity demographics



Source: Mines Rescue Trust

Appendix 2

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 fraud¹⁰*
- *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.*

¹⁰ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

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

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

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