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External Evaluation and Review Report

Stainless Steel & Aluminium Welding
Academy Limited

Date of report: 15 June 2022

About Stainless Steel & Aluminium Welding Academy Limited

Stainless Steel and Aluminium Welding Academy (SSAWA) delivers certification programmes enabling successful students to enter a high skills shortage industry. They also provide recertification services for current welders.

Type of organisation:	Private training establishment
Location:	Stainless Steel & Aluminium Welding Academy Limited, 4A Lismore Street, Waltham, Christchurch
Code of Practice signatory:	Yes
Number of students:	Domestic: 28 International: one
Number of staff:	Full-time: three; part-time: one
TEO profile:	See NZQA: Stainless Steel and Aluminium Welding Academy Limited
Last EER outcome:	Highly Confident in educational performance and Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• Certificate in Welding and Fabrication (Level 3)• Certificate in Welding and Fabrication (Level 4)
MoE number:	8241
NZQA reference:	C48107
Dates of EER visit:	23-25 March 2022 (virtual)

Summary of Results

SSAWA (or the academy) is a high performing establishment providing an excellent training experience for welding students. The value of the outcomes is well regarded by industry. Staff are experienced and resourceful. New ownership provides further consistency to the well-established business.

Highly Confident in educational performance

SSAWA has strong qualification rates. Withdrawals are few, and where they do occur, the reasons are known.

Students learn skills aligned to workplace demand and skills-based need.

Highly Confident in capability in self-assessment

The programmes are of high value to both students and employers. Employers are satisfied with the high calibre of work-ready graduates, and students gain a recognised welding certification.

The review and currency of programmes is meeting the needs of students. Sound internal moderation processes are occurring at both programme levels. External moderation is also satisfactory.

The PTE maintains sufficient and engaging resources and updates teaching and learning and campus resources as necessary.

Staff have pastoral care awareness and offer bespoke support to unique situations, showing a great deal of sensitivity to student needs. The academy provides an inclusive student experience.

Tutors and students work closely, so needs are identified easily and quickly, providing an ability for student and tutor to minimise barriers to learning.

The new owners are well experienced to support the construction-related business. In-house organisational leadership is very effective, with relevantly experienced and qualified tutors and management.

Comprehensive data collection, self-assessment and data analysis are occurring at all levels and

inform self-assessment.

Appropriate policies and procedures are in place to manage compliance accountabilities.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students achieve well. The academy has had strong qualification rates since the last evaluation. Withdrawals do occur but are few, and the reasons are beyond the control of the academy. Students learn skills aligned to workplace need and demand.</p> <p>Initially the academy delivered only to international students. During this period, qualification achievement rates were very strong. However, due to the pandemic and border closures, the academy has moved to enrol mainly domestic students.</p> <p>The qualification completion rates for domestic students reflect the success of the majority, but small numbers skew percentages where there are withdrawals and few enrolments.² Strong qualification completion rates are increasing as the number of enrolments increase. Students enrolled in 2022 are on track to complete.</p> <p>As the academy has very few Māori students, their achievement rates are greatly affected by deferrals or withdrawals, leading to Māori appearing to achieve at a lower rate than their fellow students. This issue is understood by the academy and efforts are being made to address it.</p> <p>Student progress is tracked to help students complete their studies. Fortnightly staff meetings occur to discuss individual student progress. Monthly achievement updates are reported to the governance board.</p>
Conclusion:	Students achieve well and the majority complete their qualifications. Small enrolment numbers skew the raw achievement data, but achievement and progression data is

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

² See Table 1, Appendix 1.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students gain training in an industry where there is a high skills shortage, and they graduate with work-ready welding and fabrication skills, and professional attributes including punctuality. The majority of graduates gain employment in the welding industry.</p> <p>Employers reported satisfaction with the 'high calibre' of the work-ready graduates who come with a recognised certification. Ninety per cent of graduates progress to higher education or relevant employment. Management contacts employers and graduates between six and eight weeks after the graduate progresses to the workplace, to check both employer and graduate satisfaction.</p> <p>Where the employer is known to the academy, staff will work with the graduate to help cover any skills gaps where they are needed for specific tasks in their workplace. Additionally, the workshop is open to all past students to practise their welding skills. Graduate interaction with the academy extends well beyond their first year in the workplace.</p> <p>SSAWA also provides value to the Christchurch community through provision of bespoke training as needed for beneficiaries. The academy is on the preferred provider list used by both the Ministry of Social Development and the Accident Compensation Cooperation. SSAWA also offers welding ticket recertification to anyone who needs to stay in employment and update the currency of their trade credentials.</p>
Conclusion:	Both students and stakeholders highly value the outcomes of the study. Students reap the benefit of this value as they enter the workplace. Employers are highly satisfied with the graduates.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Sound internal moderation processes are occurring at both qualification levels, and the National Trade Academy (NTA)³ reports satisfaction with these processes. External moderation has recently been completed by the relevant body (NZQA or other standard-setting bodies), with sufficient outcomes.</p> <p>The teaching and learning approaches of the practical component are well designed to ensure student welders develop the required skills with accuracy and confidence to then sit a summative assessment. Marking guides are used for assessment consistency.</p> <p>Course and teaching evaluations inform improvements, and responses feed into overall review of the organisation. Graduate evaluations are also used to develop the learning experience.</p> <p>Sufficient and engaging teaching and learning resources support students' learning, and are updated on an as-needs basis. Small adjustments from self-assessment activities have been made to external resources to ensure alignment to modern practice and machinery. SSAWA gives feedback as necessary on other external resources to inform improvements.</p> <p>Tutors are heavily involved in industry, meaning they are also able to teach with confidence and accuracy.</p> <p>SSAWA has established a relationship with a local marae so students can learn about the Māori worldview of the land and how it will affect their work once employed. NZQA encourages the continuation of this commitment to tikanga and Te Ao Māori established by the previous owners.</p> <p>Staff were agile and effective in restructuring the delivery of theory and practical components during the lockdown period of the pandemic to meet the learning needs of the students.</p>
Conclusion:	The programmes are designed and delivered to ensure students'

³ SSAWA is subcontracted by NTA to deliver the programmes.

	and stakeholders' needs are met to a high standard.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Student interviewees confirmed that their decision to enrol was based on the good reputation of the academy.</p> <p>An initial orientation helps students understand what avenues of academic and pastoral support are available. Domestic students complete a literacy and numeracy assessment before studying, to give tutoring staff an indication of any further support that may be required. Each student, within their first week, also completes an individual learning plan where students can set their training goals and needs. This is revisited every half semester. These progress check-ins contribute to high completion rates of the unit standards.</p> <p>Support is also available through the National Trade Academy, which to date has not been needed given the sufficiency of support offered in-house.</p> <p>Positive feedback from students and high completions demonstrate that the organisation is highly effective in supporting the students throughout their study. Students reported that useful feedback guides their progress, and formative feedback – both within the student group and individually during workshop learning – is highly appreciated. Tutors and students work closely so student needs are identified easily and quickly, minimising any barriers to teaching and learning. The teacher-to-student ratio of 2:15 assists greatly in the high level of support.</p> <p>SSAWA has an astute awareness of the pastoral care needs of both domestic and international students. Staff show a great deal of sensitivity to student needs and have successfully created – and maintained through new ownership – a friendly learning environment. The student experience is connected well to industry, providing social and professional networks.</p>
Conclusion:	Students are well supported and involved in their learning. Pastoral and academic support mechanisms are thoughtfully planned and implemented.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The organisational purpose is clear. The new ownership is well experienced to support SSAWA in their construction-focused portfolio. Organisational leadership is effective, with the retention of experienced tutors and manager.</p> <p>Staff are recruited for their trade qualifications and industry experience. While tutors have teaching credentials and experience and meet the relevant consent and moderation requirements, the evaluation team recommends that all tutorial staff further their credentials with tertiary teaching qualifications or units (eg. 11551, 11552). In relation to this, while acknowledging that the organisation is small and regular staff interaction and review is occurring, the professional development process could be formalised to allow for reflection on observations. Staff reported a sense of value through both the previous and new ownership.</p> <p>Self-assessment is strong across the organisation. Comprehensive data collection and analysis is occurring and informing change. The PTE also responds effectively to change and has served its students well during the pandemic.</p>
Conclusion:	The new owners and leadership team are effective in supporting educational achievement. The PTE uses its established industry networks to enhance this support. Self-assessment is ongoing and informative.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>SSAWA effectively manages its compliance requirements which includes NZQA requirements. Appropriate policies and procedures are in place to maintain oversight of compliance accountabilities. A compliance procedure is used to track compliance due dates and processes in case of managerial absence. The sub-contracting arrangement with National Trade Academy further ensures compliance with NZQA rules and academic practice.</p> <p>Health and safety are a core focus of self-assessment activities, and teaching and learning in the workshop environment. SSAWA provides students with the appropriate protective gear to meet health and safety standards. Manuals and processes are updated and reviewed regularly.</p> <p>Enrolment processes for international students are sound, and signatory requirements are well understood. Review of the domestic Code of Practice is currently a work in progress. The new ownership is reviewing the use of agents for future international enrolments.</p>
Conclusion:	Compliance responsibilities are managed effectively. Health and safety are a core focus of self-assessment activities.

Focus Areas

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

2.1 Focus area: Certificate in Welding and Fabrication (Level 3)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Certificate in Welding and Fabrication (Level 4)

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.

NZQA recommends that Stainless Steel & Aluminium Welding Academy Limited tutorial staff:

- further their credentials with tertiary teaching qualifications or units, for example with unit standards 11551 and 11552.

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. Qualification completion rates 2019-22

	2019		2020		2021		2022	
	Level 3	Level 4	Level 3	Level 4	Level 3	Level 4	Level 3	Level 4
Domestic overall	-	-	69% (9/13) ⁴	100% (1/1)	79% ⁵ (23/29)	99% ⁶ (14/15)	15 still completing ⁷	13 still completing ⁸
Māori	-	-	50% ⁹ (1/2)	100% (1/1)	75% (3/4) ¹⁰	(1 deferral)	-	1 still completing
Pasifika	-	-	-	-	-	-	-	-
International	100%	100%	100%	100%	99% ¹¹	-	-	1 still completing

⁴ Four withdrawals

⁵ Six withdrawals

⁶ One deferral

⁷ One withdrawal

⁸ Two deferrals

⁹ One withdrawal

¹⁰ One withdrawal

¹¹ One still completing

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 fraud¹²*
- *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.*

¹² 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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