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Report of External Evaluation and Review

Industry Training Solutions Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 13 July 2016

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MoE Number: 7837
NZQA Reference: C22253
Date of EER visit: 3 and 4 May 2016

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:	Industry Training Solutions Limited (ITS)
Type:	Private training establishment (PTE)
First registered:	29 May 2007
Location:	515 Main Street, Palmerston North
Delivery sites:	As above, plus temporary sites throughout New Zealand
Courses currently delivered:	A variety of short courses related to: licensed premises; barista training; food safety; customer service, first aid; leadership skills; and health and safety.
Code of Practice signatory:	No
Number of students:	Domestic: In 2015 ITS delivered short courses to 2106 students (approximately 51 equivalent full-time students). Of these students, 405 (19 per cent) were Māori and 28 (approximately 1 per cent) were Pasifika.
Number of staff:	Four full-time and four part-time contracted staff
Scope of active accreditation:	ITS has consent to assess for multiple domains in Health and Service Sector, Hospitality, Food and Beverage Service, Food Safety, Foundation Skills, Customer Service and Security Services domains. <ul style="list-style-type: none">• Managing Licensed Premises (level 4)• First Aid (level 2)

Distinctive characteristics: ITS delivers short courses to corporate clients in a number of areas requiring compliance with legislation: e.g. the Sale and Supply of Alcohol Act 2012.

Students completing Managing Licensed Premises gain the Licensed Controller Qualification (LCQ). This is required when applying for or renewing a Manager's Certificate through the District Licensing Committee. LCQ is the largest area of delivery, followed by food safety training.

Short courses in life and industry skills are delivered to schools through STAR and Gateway funding schemes.

ITS' delivery is evenly split between school and corporate clients.

ITS's director/owner also provides consultancy services to the hospitality and food industries related to compliance obligations.

Recent significant changes: In 2014 the current owner/director assumed full ownership of the organisation (previously co-owned with a South Island-based partner). Associated with the sale of shares, there was a dispute about other providers (such as schools) using ITS' provider code to report credits. ITS reports that this has impacted on the reliability of achievement data for 2014.

Since January 2016 a general manager has assumed responsibility for the day-to-day management of ITS.

A training scheme called Managing Licensed Premises was approved by NZQA in February 2014. The First Aid course was approved in June 2015.

Previous quality assurance history: At the previous external evaluation and review (EER) in 2012 NZQA was Highly Confident in ITS's educational performance and Confident in their capability in self-assessment.

ITS did not meet the NZQA national external moderation requirements in 2013 and 2014 for two unit standards (Core Skills, unit standards 9681

and 9694). They were required to submit an action plan to NZQA.¹

ITS met the 2015 requirements for external moderation by the industry training organisation, Service IQ. This was in relation to unit standards 4646 and 16705.

Other: ITS has its head office in Palmerston North and has tutors based in four other North Island regions.

2. Scope of external evaluation and review

The focus areas selected for this EER were:

- Governance, management and strategy, which is a mandatory focus area
- Managing Licensed Premises (Level 4), which is the largest programme (approximately 850 students in 2015), covering unit standards 4646 and 16705, and results in the Licensed Controller Qualification (LCQ)
- Barista heritage and production, covering unit standard 17824. It is delivered in schools over two days and had approximately 100 students in 2015.

These focus areas provided a reasonable cross-section of ITS's programme delivery, which is evenly spread across corporate and school clients.

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.

Two evaluators visited the PTE's head office and training site in Palmerston North. The visit lasted two days.

During the visit, the evaluation team met with:

- the owner/director
- the general manager
- the compliance and moderation manager

¹ ITS enrolled 47 students into these unit standards in 2015.

- two tutors
- five adult students attending a Managing Licensed Premises course.

There were telephone interviews with two tutors, and five key stakeholders from schools, corporates, government and local body agencies.

The evaluators saw a range of documentation, including:

- plans
- meeting minutes and reports
- achievement data
- course materials
- moderation records
- feedback forms and reports
- the quality management system
- staff manual
- student course information.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Industry Training Solutions Limited**.

- ITS is effectively meeting the important needs of a wide variety of learners and stakeholders. ITS has good evidence of consistently high overall rates of achievement of unit standards (refer section 1.1 for details). ITS has identified contributing factors to lower pass rates for Māori and Pasifika in several courses: the organisation is investigating the underlying causes and some options for improvement.
- Adult learners and their employers benefit from meeting the compliance obligations of their industry. Learners also benefit from gaining a broader understanding of the relevant legislation, and being able to apply their knowledge to a variety of situations or tasks.
- Consistently strong educational performance is supported by very strong processes and systems for identifying and meeting learner and other stakeholder needs. The organisation customises programmes and activities for secondary schools to match each school's objectives and characteristics. The effectiveness of this approach is clearly evident from feedback gathered from learners and other stakeholders. This feedback consistently confirms learner and stakeholder satisfaction and the how the learning contributes to valued outcomes, such as access to part-time employment and enhanced wellbeing.
- Resources sighted by the evaluators are of high quality. During 2015, the interactive nature of the learning has been enhanced by introducing a simulated work environment. This enables students to engage with real-life examples and role play opportunities.
- Teaching effectiveness is underpinned by careful selection and support of staff. This includes induction, observation, co-teaching and annual professional development. There are some gaps in the PTE's external moderation, but these gaps are not extensive and ITS has responded conscientiously to address the identified issues. Regular communication and thorough internal moderation processes ensure consistent standards of programme delivery and assessment across the PTE.
- ITS is a well-managed organisation. It has developed management, academic and support policies and procedures that are fit-for-purpose for an organisation of this size. These policies and procedures are clearly contributing to learning and other important outcomes.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Industry Training Solutions Limited**.

- The PTE uses valid data² and reliable information gathered from a variety of sources to understand outcomes and to plan and review processes. All staff are engaged in considering strategies for improvement. Meeting minutes provide evidence of insightful use of data and action plans being generated to address issues of concern. The PTE maintains careful records of actions taken. At present there are no formal processes for recording the impact of changes.
- ITS engages frequently with key stakeholders and uses this feedback in all aspects of programme planning and monitoring teaching effectiveness. Examples of improvements since the previous EER include: updated course resources, restructured programmes and lesson plans; improved assessment materials; and new policies and guidelines for teaching practice.
- In 2016, ITS has begun to implement a more systematic approach to networking with key stakeholders. The aim is to gain a deeper understanding of learner outcomes and benefits.
- The PTE has made improvements to record keeping and data management systems to enhance the accessibility and reliability of enrolment and achievement data. ITS is monitoring and analysing unit standard achievement and course completion data formally every four months. Comparisons between courses over time and by tutor enable areas of concern to be promptly identified and addressed.

Since the previous EER, ITS has enhanced its capability in self-assessment at all levels of the organisation. The evaluators found clear evidence of a coherent and highly effective self-assessment approach at ITS which is consistent with the nature and size of the organisation. In this context, any gaps or weakness are not significant. NZQA is highly confident in ITS' capability in self-assessment for sustained high performance.

² ITS reports a lack of confidence in some credits reported to NZQA against their provider code during 2014.

Findings³

1.1 How well do learners 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**.

Learners at ITS gain unit standards and acquire theoretical knowledge and practical skills for employment. There is also good evidence from feedback gathered by ITS and interviews with stakeholders that many students (particularly young learners) gain confidence and relevant life and vocational skills.

Since the last EER, rates of course completion have been consistently strong. ITS reported overall pass rates of 95 per cent across all courses in 2015 and 99 per cent achievement for secondary students. For the Barista heritage and production course (Focus area 3), 99 per cent of students achieved the unit standard 17824. Course completion rates for Managing Licensed Premises (Focus Area 2.2) are 95 per cent overall, and 90 per cent for Māori and Pasifika students. ITS has identified that not completing the required pre-course project is the main reason for Māori and Pasifika students not achieving credits. The PTE is investigating the underlying causes and options for improvement.

ITS tutors provide students every opportunity to complete assessments. This includes allowing students to submit projects up to eight weeks after the course.

Students who do not successfully complete in-course assessments may also attend a free catch-up class, or secondary students can complete outstanding assessments under supervision at school. ITS reports that 3 per cent of participants in the LCQ course required a re-sit in 2015.

ITS has a rigorous approach to assessment which is the basis of credible achievement rates. The Managing Licensed Premises course involves a pre-course project, and two in-course assessments (which are closed book, time-limited and completed under supervision). Both of these parts must be completed successfully. This approach ensures students have a basic understanding of the Sale and Supply of Alcohol Act 2012 before the face-to-face course, where they learn about, and practice, its application in a variety of scenarios and workplaces. Stakeholder feedback confirms that students are gaining important new knowledge and understanding of their obligations under the legislation. Ongoing and robust processes for internal moderation ensure the validity and consistency of assessment.

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

The PTE has made improvements to record keeping and data management systems to enhance how accessible and reliable enrolment and achievement data is. ITS has begun to formally monitor unit standard achievement and course completion data every trimester. The PTE compares data about courses over time and by tutor to promptly identify and address areas of concern.

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

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 **Good**.

ITS gathers evidence of the benefits and value gained by stakeholders (including learners) in a variety of ways:

- Information and feedback gathered through regular attendance at industry events and visits
- Email contact with school and corporate stakeholders
- Data gathered through six-monthly online surveys of clients and course participants.

It is difficult to directly attribute outcomes to short courses delivered by ITS. However, the evidence confirms stakeholder satisfaction and that the learning contributes to important outcomes, which represents good value for money.

The evidence shows that, as well as gaining credits towards NCEA and Vocational Pathways certificates, secondary school students benefit from vocational training and increased access to employment opportunities in hospitality. Schools report students displaying increased personal confidence and improved relationships. These findings were confirmed in interviews conducted by the evaluators, who noted that many schools have opted to use ITS services over a number of years.

Licensing authorities and employers in the liquor industry confirm that staff who have completed courses have acquired essential knowledge. Most of these staff successfully achieve their Manager's Certificate. Participants also gain a broader understanding of how to apply the Sale and Supply of Alcohol Act 2012 to their own workplace, and acquire skills for managing a variety of real-world scenarios. These outcomes contribute to community wellbeing and support employers to remain compliant with their legislative obligations.

ITS has delivered a small amount of pre-employment training in retail and café skills to young parents. This was on behalf of the Ministry of Social Development. Written and verbal feedback confirmed the effectiveness of this training. It equipped the participants with relevant skills that led to most of them gaining employment.

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Management meeting minutes confirm that the PTE regularly reviews data and feedback relating to outcomes for learners and stakeholders. ITS has identified that a more systematic approach to networking with key stakeholders would provide a deeper understanding of the effectiveness of training. The PTE has documented plans for the director/owner investigating this further during 2016.

1.3 How well do programmes and activities match the needs of learners and other 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**.

ITS is highly effective in meeting the important needs of a wide variety of learners and stakeholders. ITS is flexible and responsive and willing to travel to small and remote communities.

The development of programmes tailored to meet client objectives and learner characteristics is a notable strength of this organisation. There is ample evidence of ITS taking the time to find out who their learners are and adjusting the materials used and approaches taken to ensure an inclusive and effective learning environment.

ITS ensures learning is relevant and engaging. For example, ITS has added a practical component to the barista heritage and production course, although the unit standard is based on theoretical knowledge. The aim was to add interest and value for learners. Stakeholders interviewed by the evaluators confirmed their confidence in ITS' effectiveness in working with their learners.

ITS' approach to the design and delivery of short courses is highly effective and ensures that learners quickly engage with the content. Students enjoy a variety of activities which provide opportunities to apply theoretical knowledge and develop practical skills. During 2015, the PTE has enhanced the interactive nature of the learning by introducing a simulated work environment. This enables students to engage with real-life examples and role play opportunities. It also provides clear standards and a realistic workplace for verifying evidence of practical skills. Following an initial trial in 2014, supporting resources have been continuously improved. Recently content was added to the simulated work environment to support the delivery of a diversity in workplaces unit standard.

ITS systematically gathers feedback from learners and other stakeholders, then uses this feedback to inform improvement. Learners complete surveys at the end of each course and report a high degree of satisfaction with the programmes and activities. Any exceptions are investigated by ITS management, who proactively identify solutions and follow up with stakeholders who confirm their satisfaction with this approach.

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Teachers also complete course reports. These provide an opportunity to reflect on what went well and identify any areas for improvement. The findings are collated weekly and formally reviewed at monthly management meetings. These findings then become part of the review of all courses conducted each trimester. The evaluators were provided with many examples of improvements to programmes and course materials resulting from this thorough process. This included:

- updated videos and PowerPoint presentations
- revised course structure and lesson plans to ensure adequate time for marking and feedback to learners
- the development of guidelines for teachers on creating an inclusive learning environment.

ITS also conducts an annual review of programmes, which identifies those courses that need further improvement or redevelopment. This includes any updates needed to reflect changes to the regulatory environment and stakeholder expectations. For example, ITS conducted an in-depth review of the two core skills unit standards which did not meet NZQA's standards for national external moderation. The PTE then took the appropriate actions to improve the teaching and assessment materials.

1.4 How effective is the teaching?

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**.

Learners on ITS' short courses benefit from training being delivered by enthusiastic and skilled tutors with relevant industry experience and adult teaching qualifications⁴. Evidence of teaching effectiveness is found in consistently strong learner achievement and positive feedback. Written feedback and interviews with a sample of learners and stakeholders provided examples of good teaching practice, including good learner engagement and effective classroom management.

ITS has established processes to ensure consistency and quality across the teaching workforce which is dispersed across the North Island. These processes include:

- careful recruitment and selection of staff to ensure they have the right skills and attributes
- on-job training involving observations and co-teaching

⁴ All but one tutor has an adult teaching qualification (and he is working towards it). All tutors have completed unit standard 4098 *Using standards to assess candidate performance*.

- regular feedback to staff on the outcomes of stakeholder surveys and internal moderation processes
- annual whole-team professional development.

ITS establishes clear expectations and standards for teaching practice (a staff manual was developed in 2015), and all materials and lesson plans are provided by the head office.

Course reports and meeting minutes (including records of annual professional development days) are evidence of self-assessment of teaching effectiveness and a focus on ongoing teacher development. Unscheduled observations by the owner/director, together with peer observations involving verbal and written feedback, provide regular opportunities for staff to identify strengths and weaknesses and discuss strategies for improvement. ITS reports that there are formal performance reviews scheduled for later in 2016.

Teachers are actively engaged with change and improvement activities. The evaluators saw examples of teachers' contributions to reviews of courses and materials and teachers sharing ideas and expertise. Improved processes for assessment and moderation, and attendance at moderation workshops, are appropriate responses to gaps in the PTE's external moderation performance. They are also contributing to increased consistency and quality of teaching. It was clear that internal moderation is a regular and valued process aimed at enhancing the quality of learning and teaching.

1.5 How well are learners guided and supported?

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**.

While short courses provide limited opportunities for support and guidance beyond the classroom delivery, ITS has developed appropriate responses to this context.

Students attending ITS' open-entry courses are diverse, with a range of educational backgrounds, ethnicities, ages and personal circumstances. In this context, learners may have low levels of literacy, English as a second language, be disengaged from traditional schooling or have been out of the classroom for many years.

Teachers described how guidance and support is embedded in the teaching, such as:

- establishing class contracts
- putting learning in context
- using real-world examples and drawing on the life and employment experience of learners

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- offering encouragement and individual assistance
- breaking down jargon and/or providing opportunities for verbal assessment.

Interviews and written feedback confirmed the effectiveness of this approach in enabling students to feel comfortable in the learning environment and gain confidence in their ability to learn.

An increasing number of learners in Managing Licensed Premises and food safety courses have English as a second language. ITS largely relies on employers to ensure learners have adequate English language skills to understand the content. However, ITS requires students to complete the pre-course project and participate in the face-to-face course to show that they have adequate English language skills to independently complete the assessments.

While ITS makes every effort to assist students to succeed (including verbal testing to clarify understanding), ITS will, if necessary, recommend students join the next course instead. All students who are struggling to complete have this option, free of charge.

ITS has begun to build capability in relation to Māori and Pasifika learners. This includes broadening the PTE's understanding of the Treaty of Waitangi in relation to education, developing cultural guidelines for course delivery and using Māori language and concepts in teaching and organisational communications.

Students enrolling on the Managing Licensed Premises course receive appropriate pre-course information. This information clearly sets out the requirements and expectations of the course. Prospective students are advised of the importance of having relevant work experience before attempting the course. The course content and assessment schedule is clearly set out, including the requirement to complete the pre-course project in order to achieve competency. The PTE provides additional information on the follow-up steps for gaining a Manager's Certificate.

Course information also clearly sets out how students can make a complaint and the processes that will be followed by the organisation. The evaluators sighted examples of complaints being handled appropriately to achieve a resolution. ITS has used complaints to identify improvements, such as new policies and procedures, to avoid similar circumstances arising again.

1.6 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**.

ITS has a clear philosophy - to focus on 'doing what they do well'. This commitment to educational quality is reflected in every aspect of the PTE's planning and operational management.

Since 2014, ITS has adopted a structured framework for strategic goal-setting and business planning. ITS has also developed management, academic and support policies and procedures which are fit-for-purpose for an organisation of this size. These policies and procedures clearly contribute to learning and other important outcomes.

Effective communication and management practices ensure all staff feel valued and buy in to the organisation's philosophy.

The allocation of resources is appropriate and supports sustained educational performance.

ITS has demonstrated its ability to respond positively to change. Following the change of ownership in 2014, ITS implemented new administrative systems for record keeping and online data management. ITS has also accessed external assistance with assessment and moderation.

The simulated work environment, discussed in section 1.3 above, is evidence of innovation in resource development. This has enhanced ITS' ability to meet student needs in a realistic learning environment.

The appointment of a general manager early in 2016 reflects a smooth transition of the owner/director moving away from day-to-day operation management to a role more clearly focused on governance and leadership.

ITS is a reflective organisation. Since the previous EER, ITS has significantly enhanced its self-assessment capability in a way consistent with the nature and size of the organisation.

ITS systematically gathers data from a variety of sources (including unit standard achievement, stakeholder feedback, moderation outcomes and tutor reflections) and analyses this data at the end of each trimester to understand educational performance. There are many examples of ITS using this understanding to identify improvements in all aspects of programme design and delivery, resource development and quality assurance processes.

Action plans clearly set out what needs to be achieved, and progress on these plans is discussed regularly at management meetings.

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While ITS has not yet developed a specific process for recording the impact of changes on learner outcomes, this gap is not significant in the context of ongoing and close monitoring of action plans. It is also one gap that ITS is aware of and plans to respond to through the owner's focus on stakeholder engagement during 2016.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Managing Licensed Premises (Level 4) leading to the Licence Controller Qualification

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

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

2.3 Focus area: Barista heritage and production (US 17284)

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

NZQA recommends that ITS:

- ensure an ongoing focus on determining whether the training has the intended benefits for students and fully meets student needs
- continue to focus on understanding the differences in achievement for Māori and Pasifika learners and identifying opportunities for improvement.

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/>.

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