



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

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# External Evaluation and Review Report

The Training Bureau Limited

Date of report: 21 March 2019

# About The Training Bureau Limited

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*The Training Bureau provides short courses for the hospitality sector, with classroom or correspondence options and online assessment.*

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Type of organisation:	Private training establishment (PTE)
Location:	Head office: Te Kuiti  Permanent delivery site: The Training Room, Level 1, 36 Bryce Street, Hamilton  Temporary sites in Tauranga, Queenstown, Auckland and New Plymouth
Code of Practice signatory:	No
Number of students:	Domestic: 1,583, 2018 (1,553 Licence Controller Qualification; 30 Food and Beverage courses) 10.7 per cent Māori; 1.4 per cent Pasifika; 34.9 per cent New Zealand European; 11.5 per cent Indian; 9.8 per cent British/Irish; 5 per cent Chinese; 26.7 per cent Other
Number of staff:	Three full-time equivalents
TEO profile:	See: <a href="#">NZQA – The Training Bureau Limited</a>
Last EER outcome:	Highly confident in educational performance and capability in self-assessment (2015)
Scope of evaluation:	The Licence Controller Qualification was selected as a focus area because it has the highest enrolments. The qualification helps meet regulatory requirements under the Sale and Supply of Alcohol Act 2012 for anyone who wishes to apply for a Manager’s Certificate through their local council. The qualification comprises unit standards 4646 and 16705.
MoE number:	8434
NZQA reference:	C33426
Dates of EER visit:	19 and 20 February 2019

# Summary of Results

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*The Licence Controller Qualification is an industry-focused, robust course leading to highly valued outcomes for the hospitality sector.*

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## **Highly Confident in educational performance**

- Qualification achievement rates are very high for both correspondence and classroom course delivery.
- The programme matches regulatory requirements for staff to demonstrate knowledge of the Sale and Supply of Alcohol Act 2012 and the minimisation of harm. This is a condition of applying for a Manager's Certificate awarded by district licensing authorities.
- Students have comprehensive, tailored support from registration to post-assessment.

## **Highly Confident in capability in self-assessment**

- The organisation has a clear purpose with relevant goals. Management and staff show a strong focus on students' and employers' needs.
- Achievement and satisfaction are monitored regularly against the organisation's goals. Changes made to the programme delivery and assessment are leading to improved outcomes.
- Compliance is well managed and management regularly checks for updates from NZQA.

## 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>The proportion of students who successfully completed the workbook and passed the online exam was 96 per cent in 2017. Results for 2018 are still to be collated as some students have yet to complete, but initial analysis shows 94 per cent have completed to date.</p> <p>Course results have been consistent with previous years, even with increased enrolments. Study by correspondence has a lower rate of achievement because the students have a longer time to complete, but the overall rate is still high for distance learning, at 75 per cent in 2017.</p> <p>Māori and Pasifika achievement rates are monitored by course and by site. Data analysis shows that Māori and Pasifika achievement is similar or higher than that of New Zealand European and other ethnicities.</p> <p>Students are motivated to achieve because the Manager's Certificate is a requirement for their employment.</p>
Conclusion:	Overall, there is high achievement, with most students achieving the Licence Controller Qualification.

<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.

## 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>Gaining the Licence Controller Qualification is one of four requirements for people selling or supplying alcohol to be compliant with the Sale and Supply of Alcohol Act 2012. On completion, people may apply to a district licensing authority to be assessed for suitability to gain a Manager's Certificate. Everyone selling or supplying alcohol, including supermarkets, off-licences, restaurants, cafes, retirement villages, airline staff and bar employees require this certificate.</p> <p>Some employers see the value of enrolling all staff to gain an understanding of the Act so that they comply with regulations, and prevent fines. The number of businesses that have enrolled students is high, around 3,000 nationally, of which 500 are regular clients. One of The Training Bureau's measures of value is a steady increase in student enrolments annually, although this can be affected by external events such as the Lion's rugby tour in 2017.</p> <p>In addition to knowledge of the Act, students also learn how to minimise harm from alcohol through awareness of potential and actual harm, and to develop a sense of responsibility.</p>
Conclusion:	Overall outcomes show the training is assisting people working in the hospitality sector to meet regulatory requirements.

### 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>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The training strongly matches the need for employers to have staff with the knowledge to comply with regulations for the sale and supply of alcohol. The management and tutor regularly review the Sale and Supply of Alcohol Act 2012 and case law to ensure their interpretation is current and that students understand their responsibilities.</p> <p>Students attend a one-day, classroom-based training course, or complete a workbook by correspondence, then sit the online exam. Only those with the right experience and ability are enrolled in the correspondence course, contributing to the high rate of completion with this delivery mode.</p> <p>The organisation has experienced staff to deliver the training. The tutors meet the assessment requirements to teach and assess the unit standards, which are managed by the industry training organisation, ServiceIQ. The organisation has consistently met external moderation requirements of ServiceIQ.</p> <p>Assessments have been changed from a supervised, class-based exam to a closed book, online, secured assessment. Assessments are authenticated using secure access. The assessments are also pre-moderated by ServiceIQ. Students are allowed multiple attempts, although there is no analysis of re-sits to identify improvements to the questions or teaching. In addition, there is only one set of questions for re-sits.</p> <p>Overall, in 2018 students' course feedback response was high, with a 94 per cent response rate for class-based and 65 per cent for correspondence students. The respective ratings for satisfaction were 95 per cent and 91.8 per cent, which supports that the training is matching needs. Any issues are noted by region and tutor, and changes are recorded in the improvement plan. Other providers that use The Training Bureau's training and assessment materials are satisfied with the quality and ease of use.</p>
Conclusion:	Programme content and delivery closely match students' need for skills and knowledge in the application of the Act, as well as

	employers' need to meet regulations. Assessment is robust and flexible to cater to the students' unusual working hours. The organisation's responsiveness to feedback ensures the course continues to meet needs.
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#### 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>Students receive comprehensive information and support for a short course where students are already in employment. Online registration informs management whether applicants have suitable work experience, a previous academic record and learning support needs. Students are regularly contacted to check their progress. There is also a free phone number and 'ask a tutor' feature on the website for students to receive support.</p> <p>Students are also given information on how to apply for their Manager's Certificate, including tips to prepare for the inspector's interview. The interview is a requirement of the licensing authority once the student has achieved the Licence Controller Qualification.</p> <p>Student feedback is used to make improvements, such as changing to courier delivery of the pre-course information and workbooks, contributing to higher correspondence completions. In addition, the online assessment was introduced to suit the varying work hours of the students, as well as reduce the exam stress of sitting on the day. Students are required to complete the online assessment within two weeks of the course. If not, students pay an extension fee aimed at motivating them to complete within the time. Students' multiple opportunities for re-sits supports those who may need clarification or have learning difficulties.</p>
Conclusion:	A comprehensive support process from registration through to applying to the licensing authority is tailored to ensure students have all the information and support they need to succeed. The high rates of completion show that this support is working well.

## 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>The Training Bureau has clear lines of responsibility and purpose, with appropriate goals to monitor the achievement and quality of the training. The one full-time tutor has annual performance appraisals and opportunities for professional development.</p> <p>The small size of the organisation enables it to be responsive to student and employer needs, using comprehensive self-assessment of data and feedback from stakeholders. Recent changes have included the provision of suitable training venues and the shift to online assessment to reduce inefficiencies and increase achievement.</p> <p>The organisation is strongly customer-focused, with student needs foremost in discussions about performance. Relationships with employers are also maintained through regular communication and follow-up. A revised stakeholder survey to be implemented aims to improve the employer feedback rate and formalise responses for better analysis.</p> <p>Achievement by site, course, ethnicity and gender is monitored using purpose-built student and customer management systems. Management reviews monthly reports and conducts annual reviews of performance towards goals. Documenting data analysis in management meetings would provide context for future comparisons and highlight any improvements resulting from changes, as well as document decisions made.</p>
Conclusion:	<p>The Training Bureau shows strong organisational purpose, with clear goals that are monitored regularly. Changes to the course have been successful, as shown by the results of ongoing monitoring of achievement. Self-assessment would be enhanced by further analysis, including understanding of re-sits and a formalised analysis of performance and improvements.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The Training Bureau manages compliance by keeping up to date with NZQA communications on rules and monitoring regulatory updates and application of the Sale and Supply of Alcohol Act 2012.</p> <p>NZQA has been appropriately advised of temporary training sites and the new head office.</p> <p>The organisation has a current sub-contracting arrangement with a polytechnic to assess the students; this complies with NZQA requirements. All staff have the required qualifications and/or relevant experience to teach and assess the unit standards contained in the training scheme.</p> <p>The quality management system is due for revision to ensure policy and procedures reflect current internal and external moderation practice.</p>
Conclusion:	The Training Bureau has strong processes for managing compliance with NZQA rules and ensuring training meets the Sale and Supply of Alcohol Act 2012.

## Focus Areas

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

### 2.1 Focus area: Licence Controller Qualification (LCQ)

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 The Training Bureau Limited:

- Review re-sit attempts to identify questions that are ambiguous, or to make improvements to teaching.
- Develop a separate set of questions for re-sits to ensure students' learning is embedded.
- Develop a systematic moderation schedule that is consistent with practice and follows assessment principles to maintain the quality of assessment.

## 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

## 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>2</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>2</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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