Tertiary Education Commission
Te Amorangi Mātauranga Matua

TEC overview: Tai Poutini Polytechnic Investigation

Tai Poutini Polytechnic

Tai Poutini Polytechnic ("TPP") is based on the West Coast of the South Island, with campuses in Greymouth, Westport, Reefton, Hokitika, Wanaka, Southland, Christchurch, Auckland CBD, Manukau and Waikato. In 2017 TPP received $15.4 million in TEC funding for 1,840 Equivalent Full Time Students (EFTS).

Why we initiated the investigation

In 2015, the TEC undertook a regular scheduled audit of TPP that identified possible under-delivery of learning hours in a number of courses. The TEC engaged Deloitte to undertake an investigation[1] of TPP. The initial investigation covered five programmes over a two-year period. Because of the significance of the initial findings, the TEC instructed Deloitte to undertake additional analysis of a further nine programmes covering 2010 to 2015 taking the total programmes under investigation to 14.

Programmes leading to the following qualifications were reviewed:

- National Certificate in Scaffolding (Elementary – Level 3)
- National Certificate in Intermediate Scaffolding (Level 4)
- National Certificate in Suspended Scaffolding (Level 4)
- National Certificate in Advanced Scaffolding (Level 5)
- Short Award in Elevated Work Platforms for Scaffolding (Level 3)
- Certificate in Land Search and Rescue Management (Level 5)
- Certificate in Land Search (Level 4)
- Certificate in Land Rescue (Level 4)
- Certificate in Emergency Management (Level 4)
- Short Award in Pendant Crane Use (Level 3)
- Certificate in Extractive Industries (Level 5)
- Short Award in Lifting Loads (Level 3)
- Certificate in Civil, Quarrying and Mining (Introductory – Level 3)
- National Certificate in Occupational Health and Safety (Workplace Safety – Level 3)

[1] From 2014-2017 the TEC made a distinction between a 'review' which covered a two year period, and an 'investigation' which covered a five year period. The TEC has updated its approach, and now only conducts audits and investigations of TEOs. Historic reviews are now considered investigations. Further information on TEC investigations can be found here.

What we found, and what has been done

The investigation found significant under-delivery of learning hours in 13 of 14 programmes reviewed at TPP. In total, this meant that TPP had been over-paid for the amount of training they had delivered from 2010-2015. This resulted in a debt to the TEC of $18,464,922 (GST exclusive).

This debt has now been written off as TPP is not financially viable. It is currently running deficits of more than $3m per annum, has no assets which could be sold to repay the debt, and although it owns its buildings, it does not own the land they are on.

As TPP is the only educational institute on the West Coast providing vocational education and training at a tertiary level, continuing its operations in the interim is a priority. The broader issue of the viability and sustainability of the Institutes of Technology and Polytechnics (ITPs) sector is currently being addressed by the TEC.

TPP system improvements

The investigation, subsequent NZQA review and external evaluation report, and follow-up engagement revealed issues with management and control processes which allowed the under-delivery to take place.

The TEC and TPP have worked together to address the issues identified in a number of ways. A Crown manager was appointed to TPP in December 2016. He assumed responsibility for all matters relating to finances and the quality of programmes. He became responsible for addressing the shortcomings in the operation of TPP. Under the guidance of an Acting CEO, appointed in June 2016, TPP has undertaken a number of initiatives to meet its compliance, student experience, and financial sustainability requirements.

The TEC is confident with the approach TPP is taking to ensure business improvements are made. For more details on the changes made at TPP, see TPP's website www.tpp.ac.nz

About our monitoring function

The Tertiary Education Commission invests approximately $2.9 billion every year into tertiary education and regularly monitors approximately 700 tertiary education organisations (TEOs) to ensure they are performing and meeting their funding agreements.

As the Government's key investor in tertiary education, our monitoring helps ensure TEOs are equipped to deliver services so New Zealanders can get the knowledge and skills they need for lifelong success. Tertiary education is a substantial commitment of time and resources for learners, taxpayers and government, and they deserve full value for their investment.

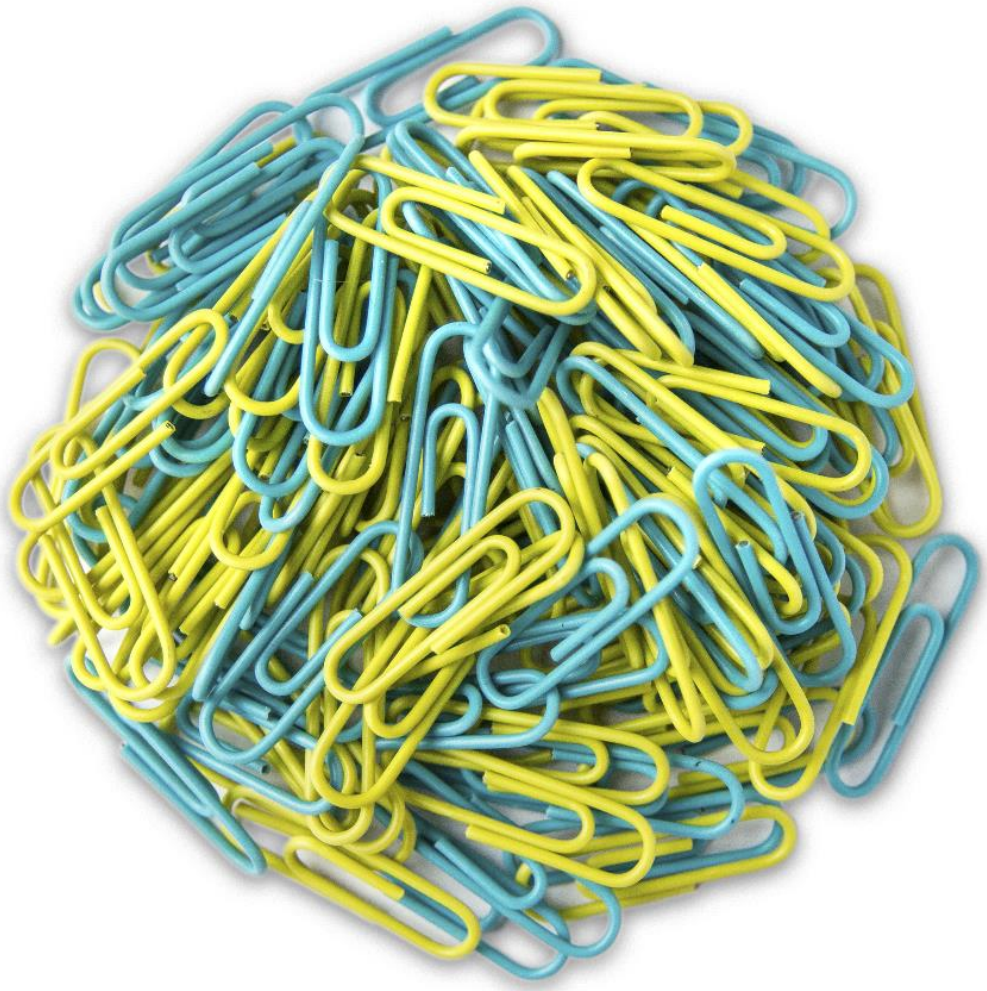
We take a flexible and graduated approach to monitoring, working with TEOs to assist where necessary and making sure that when intervention is required, both the TEC and the TEO only need to invest as much time and effort as is necessary in the circumstances.

By using the extensive information and data we have available from across the education sector, we take a smarter approach to monitoring. This means we can identify issues early, provide relevant and timely support, and respond appropriately.

Our monitoring work extends to working collaboratively with TEOs, informing and educating TEOs on their obligations and helping them perform to their absolute best.

You can read more about our monitoring framework here.

Deloitte.



Tai Poutini Polytechnic
Preliminary draft report for the Tertiary Education Commission

Confidential

12 April 2017

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4. This report should also be read in conjunction with the limitations set out in the report.

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Executive Summary

Background

1.1. In February 2016 the Tertiary Education Commission ("**TEC**") engaged Deloitte ("**us**" or "**we**") to undertake a review of Tai Poutini Polytechnic ("**TPP**"), a learning institution based in the West Coast of the South Island with campuses in Wanaka, Christchurch and Auckland. The TEC initially engaged Deloitte to review five scaffolding related programmes that had been delivered by TPP during 2014 and 2015.

1.2. On 14 March 2016 we provided TEC with a verbal update summarising our preliminary findings on the first phase of our engagement. Following this update, TEC then expanded the scope of our engagement and instructed us to thoroughly analyse an additional nine programmes delivered by TPP between 2010 and 2015 ("**the review period**"). We have set out the results of our work in this report under three broad headings, being "Scaffolding" (the five qualifications set out above), "Search and Rescue" ("**SAR**") (four search and rescue related qualifications) and "Other" (five qualifications covering off mining, occupational health and safety, lifting loads and pendant crane use).

1.3. The scope of this engagement was to:

a) Review the approved programme documents and analyse the delivery of these programmes, which included considering whether the programme was delivered in compliance with approved programme documentation, and calculating the teaching and self-directed learning hours that were actually delivered to students;

b) Reconcile the teaching hours entered into STEO with the latest version of the programme documents and ensure that any changes to the delivery of programmes was supported by Academic Board minutes;

c) Verify the existence of a random sample of students, including the legitimacy of enrolment and eligibility of those students to enrol in the programmes; and

d) Identify any subcontracting relationships that were in place and, if such relationships were identified, understand the relationship between the parties and gain an insight of the Tertiary Education Organisation's ("**TEO**") oversight of these activities.

1.4. This preliminary report contains a summary of our findings to date and the areas which TEC may consider warrant further examination.

Key Findings

1.5. Our key findings in this preliminary report primarily relate to an assessed material under-delivery of learning hours delivered to students enrolled in 13 of the 14 of the programmes we have reviewed. The under-delivery is based on a comparison of the learning hours that we have assessed as being delivered to the learning hours submitted by TPP into the database "STEO". We have summarised these assessed shortfalls in delivery in the table below.

1.6. Our assessment is based on what we consider to be the maximum learning hours that have been delivered to students:

Table 1 – Assessment of under delivery

Programme type	Programme	Assessment of actual learning hours delivered compared to hours recorded in STEO
Scaffolding	National Certificate in Scaffolding (Elementary)	**18%**
Scaffolding	National Certificate in Intermediate Scaffolding	**21%**
Scaffolding	National Certificate in Suspended Scaffolding	**20%**
Scaffolding	National Certificate in Advanced Scaffolding	**11%**
Scaffolding	Short Award in Elevated Work Platforms for Scaffolding	**10%**
Other	National Certificate in Extractives – A Grade Quarry Manager	**14%**
Other	Short Award in Lifting Loads (Level 3)	**40%**
Other	Short Award in Pendant Crane Use (Level 3)	**21%**
Other	National Certificate in Occupational Health and Safety (Level 3)	**25%**

Scaffolding programmes

1.7. Our preliminary work has identified an apparent under-delivery of learning hours delivered to students during the investigation period across all five of the programmes that were within the scope our investigation.

SAR programmes

1.8. Our preliminary work has identified an apparent under-delivery of learning hours delivered to students during the review period across all four of the programmes that were within the scope of our review. We have identified that students enrolled in these programmes study different short courses depending on their interest and volunteer needs, rather than completing the entire qualification. From our review of TPP's SDR, these short courses have different equivalent full time student ("**EFTS**") values.

1.9. We have provided further explanation of these matters in paragraphs 3.49 – 3.88.

Other programmes

1.10. Our preliminary work has identified an apparent under-delivery of learning hours delivered to students during the review period across four of the five of the programmes we have classified as "Other", within the scope of our investigation.

1.11. The TEC needs to consider how best to address this apparent under-delivery. We recommend that TEC considers whether or not TPP has been overfunded for the delivery of programmes recorded in Table 1.

Other matters

1.12. STEO does not accurately reflect course delivery for a number of the programmes when compared to TPP's curriculum documents. STEO should be updated to ensure that TEC has access to accurate information in regard to the breakdown of learning hours delivered. In addition, TEC should request details of TPP's procedures for ensuring that STEO is updated to ensure it is accurate and complete.

1.13. The delivery of the majority of the programmes is in the format of short modules (of between one and seven days in length). These modules are punctuated by periods of work for the vast majority of students who are part of the work force. This style of delivery is arguably more reflective of an ITO than of a Polytechnic. We recommend TEC makes a decision on whether this has any impact on any funding decisions it makes in relation to the programmes in question.

1.14. With the co-operation of TPP, NZQA conducted a review of all the programmes in question subsequent to the receipt of our draft report dated 2 September 2016. The purpose of the work conducted by NZQA was to obtain assurance that the programmes under question were being delivered in accordance with the NZQF Programme Approval and Accreditation Rules 2013 and to gain assurance that the delivery of the programmes from 2010 to 2015 allowed students to meet the graduate profile of each qualification. We have been provided with those reports and have reviewed NZQA's findings. Whilst the focus of our engagement and NZQA's engagement was different, where relevant, we have made reference to NZQA's work and have provided their perspective on certain matters for consideration by TEC.

Introduction

Background

2.1 Tai Poutini Polytechnic ("**TPP**") is a learning institution based in the West Coast of the South Island with campuses in Wanaka, Christchurch and Auckland). Its website indicates that TPP offers a wide variety of high quality, industry approved training programs throughout New Zealand. The website also records that it delivers certificates and diplomas across various industries such as, Agriculture, Arts and Culture, Business and IT, Chef and Hospitality, Civil and Mining, Community Education and Short Courses, Eco-Tourism, Education and Social Services, Emergency management/Search and Rescue (EMSAR), Higher Level Education, Health and Beauty, Industry Training, Kiwihost, Language, Music and Audio - MAINZ, Outdoor Education and Ski Patrol, STAR – Secondary Tertiary Alignment Resource, Tourism and Trades.[1]

2.2 Following concerns identified by Tertiary Education Commission ("**TEC"**) during one of its internal audits with respect to TPP's scaffolding qualifications, and issues being brought to the media's attention in September 2015 about the search and rescue course; the TEC initially engaged Deloitte to review the delivery of five scaffolding related programs delivered during 2014 and 2015.

2.3 On 14 March 2016, Deloitte provided the TEC with a briefing on the preliminary findings for the first phase of the engagement. At that stage, the analysis focussed on the delivery of five scaffolding related programmes that had been delivered by TPP during 2014 and 2015[2].

2.4 Based on the findings of the first phase of our engagement, on 24 March 2016 the review was escalated to an investigation of fourteen programmes delivered by TPP between 2010 and 2015 ("**the review period**"). Details of these programmes are included in the table below:

Table 2: Programmes selected by TEC

	Programme	Level	Credits / Duration[3]
1	National Certificate in Scaffolding (Elementary) **NC1352**	3	190 credits 1.5 years
2	National Certificate in Intermediate Scaffolding **NC1463**	4	85 credits 2 years
3	National Certificate in Suspended Scaffolding **NC1771**	4	129 credits 2 years
4	National Certificate in Advanced Scaffolding **NC1772**	5	123 credits 1 year
5	Short Award in Elevated Work Platforms for Scaffolding **WC2960**	3	20 credits 1 year
6	Certificate in Land Search and Rescue Management	5	33 Credits

[1] tpp.ac.nz
[2] The purpose of this briefing was to update TEC on the key preliminary findings from our early review of five scaffolding programmes, being the: National Certificate in Elementary Scaffolding, National Certificate in Intermediate Scaffolding, National Certificate in Suspended Scaffolding, National Certificate in Advanced Scaffolding and Short Award in Elevating Platforms for Scaffolding.
[3] Excluding holiday weeks

	Programme	Level	Credits / Duration[3]
	W3059		3 years
7	Certificate in Land Search **WC3060**	4	40 Credits 3 years
8	Certificate in Land Rescue **WC3061**	4	26 credits 3 years
9	Certificate in Emergency Management **WC2925**	4	60 Credits 1 year
10	Short Award in Pendant Crane Use **WC3091**	3	21 Credits 1 year
11	Certificate in Extractive Industries **WC2887**	5	120 Credits 1 year
12	Short Award in Lifting Loads **WC2994**	3	22 Credits 1 year
13	Certificate in Civil, Quarrying and Mining (Introductory) **WC3047**	3	114 Credits 1 year
14	National Certificate in Occupational Health and Safety (Workplace Safety) **NC0801**	3	50 Credits 1 year

2.5 Our work included assessing the delivery of each of these programmes between 2010 and 2015. We note that we were not required to conduct an enrolment review for the additional programmes selected for the investigation. This is because the prior work completed during our investigation of the Scaffolding program had not highlighted any material issues with TPP's enrolment records.

Scope of this Report

2.6 TEC engaged Deloitte to undertake an investigation of a selection of programmes at TPP. The purpose of the investigation was to establish whether the delivery of these programmes from 2010 through 2015 was compliant with NZQA's and TEC's programme and funding approval requirements. This included:

a) Reviewing the approved programme documents and analysing the delivery of these programmes, which included considering whether the programme was delivered in compliance with approved programme documentation, and calculating the teaching and self-directed learning hours that were actually delivered to students;

b) Reconciling the teaching hours entered into STEO with the latest version of the programme documents and ensuring that any changes to the delivery of programmes were supported by Academic Board minutes;

c) Verifying the existence of a random sample of students, including the legitimacy of enrolment and eligibility of those students to enrol in the programmes; and

d) Identifying any subcontracting relationships that were in place and, if such relationships were identified, understand the relationship between the parties and gain an insight of the Polytechnic's oversight of these activities.

Limitations of this Report

2.7 The terms of this engagement and the scope of the work TEC has asked us to undertake do not comprise an audit or a review engagement, and the assurances associated with those reviews are not given. Our work did not constitute an assurance engagement in accordance with the requirements of the Chartered Accountants Australia and New Zealand, and was not designed to provide assurance accordingly under International or New Zealand Standards on Auditing or Assurance such as ISAE 3000. Accordingly, no assurance opinion or conclusion has been provided.

2.8 The financial and other information contained in this report has been provided by TPP, TEC, NZQA and various TPP students. Our review was based on enquiries, analytical review procedures, interviews and the exercise of judgement.

2.9 Our assessments are based on observations from our review undertaken in the time allocated. Assessments made by our team are matched against our expectations and good practice guidelines.

2.10 The matters raised in this report are only those which came to our attention during the course of performing our procedures and are not necessarily a comprehensive statement of all the weaknesses that exist or improvements that might be made. We cannot, in practice, examine every activity and procedure, nor can we be a substitute for management's responsibility to maintain adequate controls over all levels of operations and their responsibility to prevent and detect irregularities, including fraud. Accordingly, management should not rely on our report to identify all weaknesses that may exist in the systems and procedures under examination, or potential instances of non-compliance that may exist.

2.11 This report has been prepared for distribution to TEC. We disclaim any assumption of responsibility for any reliance on this report to any other persons or users, or for any purpose other than that for which it was prepared.

2.12 Suggestions for improvement should be assessed by management for their full commercial impact before they are implemented.

Compliance with NZQA Approval and TEC Funding Requirements

3.1 In this section we set out our preliminary findings on whether or not the programmes:

- Complied with the learning hours and weeks entered by TPP into the TEC database "STEO"'; and
- Were taught in accordance with the programme documents, NZQA documents (where available) and TEC's funding requirements during the review period.

Programme Document Alignment with Approval and Funding Requirements *(STEO)*

3.2 We set out below both the required hours under the programme documents and the hours submitted by TPP into STEO, which is TEC's database that funding calculations are based on. We completed the following analysis of this information:

- We identified any differences between the programme document and/or curriculum document hours and the hours submitted into STEO;
- If differences were identified between the programme documents and STEO, we then reviewed the programme documentation to identify whether the change in hours was approved by the Academic Board. We note that the Academic Programmes Committee makes recommendations to the Academic Board on matters that relate to programmes, which includes the monitoring and review of current programmes to ensure compliance with TEC requirements; and
- We asked for the details of any changes that have been made to the programme documents during the relevant timeframes. Changes were compared to the current timetables at TPP to check whether there were any unapproved changes that had not been entered into STEO.

Scaffolding

3.3 The learning hours recorded in STEO for all of the scaffolding programmes under investigation do not reconcile with the curriculum or TPP internal programme structure documents, and do not reconcile with the NZQA R0482 (note that this has only been located for two programmes). We have set out our analysis in the table overleaf where we have compared the information entered into STEO with the information we have reviewed from TPP documentation that has been provided to us.

Table 3 Scaffolding – comparison of STEO to programme documents

	Elementary	Intermediate	Suspended*	Advanced*	Short Award in Elevated work platforms*
Credits	190	85	129	123	20
Level	3	4	4	5	3
Weeks per year (per STEO)	57 weeks	52 weeks	52 weeks	52 weeks	6 weeks
Years (per STEO)	1.5 years	2 years	2 years	1 year	1 year
Total Duration (per STEO)	85.5 weeks	104 weeks	104 weeks	52 weeks	6 weeks
Learning hours recorded in STEO					
Teaching hours per week (total)	16 (1,368)	6 (624)	10 (1,040)	16 (832)	25 (150)
Self-directed hours per week (total)	6 (513)	2 (208)	4 (416)	8 (416)	8 (48)
Work-experience hours per week (total)	- (0)	- (0)	- (0)	8 (416)	- (0)
Total learning hours per STEO	**1,881**	**832**	**1,456**	**1,664**	**198**
Learning hours per programme /curriculum documentation					
- "Tutor Directed Hours"*	1,287	487.5	527.5	640	136.5
- Online learning module / self-directed learning	Silent	Silent	Silent	Silent	73.5
Total learning hours per TPP documentation	**1,287**	**487.5**	**527.5**	**640**	**210**
Does STEO reconcile with the programme document	**No**	**No**	**No**	**No**	**No**

* This is how all hours are defined in the Curriculum Document

3.4 We note that with respect to the Elementary Scaffolding qualification, there appears to have been a clerical error with respect to the completion of STEO in that 57 weeks has been used as the annual duration of the qualification and then this has been multiplied by 1.5 (number of years) to give the total duration of 85 weeks. TPP highlighted this error in their response to Deloitte's initial findings (response dated 14 May 2016) when they set out:

> *"There is a further issue with Elementary Scaffolding where the calculation used by Deloitte overstates the teaching hours.*
>
> *TEC Rule SAC3+013: TEO must determine an appropriate EFTS value for each qualification and course says:*

"For the purposes of this condition, one (1) EFTS equates to a programme of study or training that is 1200 learning hours or 120 credits delivered over 34 teaching weeks."

One full EFTS is usually delivered over 34 teaching weeks. Elementary Scaffolding is approved for 1.5 EFTS, and 150% of 34 weeks is 51 weeks; whereas, it is actually approved as 57 weeks. STEO data is being interpreted as the number of weeks per year and so a calculation for total hours would be weeks x years x hours per week. However, when this was entered the total weeks were entered. This must have been clear to the person at TEC who did the approval both because 57 weeks is over 150% of the normal teaching weeks for a 1 EFTS programme and also because 57 weeks is more weeks than in a year."

3.5 Notwithstanding the above comments, the STEO records are the basis on which TEC provides funding and so they have been used as the basis for the calculations we have made when assessing percentage delivery of learning hours.

Updating STEO

3.6 TPP provided us with a document titled *"Programmes of Study – Development and Review"*, which was approved in December 2015 by the Academic Board. Included in the purpose of this document is an intention to ensure that curriculum documentation associated with programmes of study is compliant with NZQA and TEC requirements. This includes the following specific matters:

- The document sets out that all new and existing programme of study curriculum documentation must be developed and reviewed using the approved TPP Programme of Study Curriculum Document Template.
- Academic Board is responsible for identifying the documentation that needs to be forwarded to NZQA for approval and/or accreditation and ensuring this is submitted.
- Once NZQA approval is gained, Registry will ensure the required funding information is submitted to TEC for approval.

3.7 The Curriculum Document is a document that defines the content, regulations, philosophy and characteristics of a programme. It may be thought of as a programme operational manual.

3.8 The hours entered into STEO do not reconcile with the programme documents we have received for any of the programmes that we have reviewed. The differences in total learning hours are material and it is unclear to us how the hours entered into STEO were calculated.

Self-directed study

3.9 STEO records that part of the learning hour total is self-directed study. We could not cite evidence of explicit self-directed study requirements apart from the Reassessment Standards (CD Scaffolding 70813 – P28-29) where self-directed study is required before a student can reattempt an assessment. We did cite the following more generic comments regarding self-directed study:

- The educational philosophy, as stated in the TPP Curriculum Document (page 8) says that students are encouraged to show *"some degree of self-direction in their learning."*

- The programme structure (page 8) describes progression through the programme as *"self-paced"* implying that self-directed learning is expected.

3.10 We also could not cite evidence of work-based training in the programme content detailed in the TPP Curriculum Document. Each unit title has an associated tutor Directed Hours attached and does not appear to reference work-based training. We discuss the definition of workplace training further in paragraphs 3.38 to 3.43.

Search and Rescue

3.11 With respect to the four SAR Certificates that were reviewed, students generally do not study with a view to obtaining the full Certificate. The focus is instead on completing specific short courses held within the qualification. This is discussed further in paragraphs 3.49 to 3.88.

3.12 The latest version of the programme document we were provided with does not provide any details of the learning hours that are required to complete each of the courses within the Certificates. In addition to this, we have not been provided with any timetable information for any of the programmes under investigation.

3.13 For the two reasons above, we have not included any comparison of STEO learning hours to the TPP documented learning hours.

Other

3.14 We noted discrepancies in learning hours when comparing STEO to programme documents for all the programme areas classified as "Other" programmes. Although some are relatively small when considering total learning hours, there are larger discrepancies when the types of learning that make up the total are considered.

3.15 A summary of this comparison can be seen in the table below. Details of the differences are described in the sections that follow.

Table 4 Other programmes: comparison of programme documents to STEO

Programme	Latest Version of Programme/ Curriculum Document	STEO (TEC) Hours per week[4] (total hours)	Does STEO reconcile with Programme Document
Certificate in Extractive Industries Level 5 120 Credits WC 2887	Duration: N/A Number of Years: N/A Tutor Directed: N/A Self-Directed: N/A Work Based Training: N/A **Total Hours: N/A**	Duration: 40 weeks Number of Years: 1 Teaching: 22 (880) Self-Directed: 8 (320) Work Experience: 0 (0) **Total Hours: 1,200**	**No** *see explanation below*
Short Award in Lifting Loads (Level 3) 22 Credits WC 2994	Duration: N/A Number of Years: N/A Tutor Directed: 143 Self-Directed: 77 Work Experience: N/A **Total Hours: 220**	Duration: 16 weeks Number of Years: 1 Teaching: 11 (176) Self-Directed: 3 (48) Work Experience: (0) **Total Hours: 224**	**No** *Total learning hour variance of 4 hours*

[4] The hours per week is calculated as: duration (weeks) x number of years. Some courses have more than 52 weeks entered into STEO per year and this is then multiplied by the number of years.

Programme	Latest Version of Programme/ Curriculum Document	STEO (TEC) Hours per week[4] (total hours)	Does STEO reconcile with Programme Document
Short Award in Pendant Crane Use (Level 3)[5] 21 Credits WC 3091	Duration : N/A Tutor Directed: 168 Self-Directed: 42 Work Experience: N/A **Total Hours: 210**	Duration: 8 weeks Number of Years: 1 Teaching: 15 (120) Self-Directed: 5 (40) Work Experience: 4 (32) **Total Hours: 192**	**No** *Total learning hour variance of 18 hours*
Certificate in Civil, Quarrying and Mining (Introductory) 114 Credits WC 3047 *Note that the programme docs. refer to MoE code WC 3050 – all other aspects of the course appear to be the same.*	Duration: 30 weeks Tutor Directed: 675 Self-Directed: N/A Work Based Training: 450 **Total Hours: 1,125**	Duration: 30 weeks Number of Years: 1 Teaching: 26 (780) Self-Directed: 5 (150) Work Experience: 13 (390) **Total Hours: 1,320**	**No** *Total learning hour variance of 195 hours*
National Certificate in Occupational Health and Safety (Workplace Safety) (Level 3) 50 Credits NZ 0801	Duration: N/A Tutor Directed: N/A Self-Directed: N/A Work Based Training: N/A **Total Hours: N/A**	Duration: 15 weeks Number of Years: 1 Teaching: 22.5 (337.5) Self-Directed: 11.5 (172.5) Work Experience: 0 **Total Hours: 510**	**N/A** *Programme documentation does not indicate a number of hours for the course*

3.16 **Certificate in Extractive Industries** –The Certificate in Extractive Industries is a 120 credit course. It is recorded in STEO as a 40 week programme with 30 learning hours per week, for a total of 1,200 hours. Programme documentation does not reflect the Certificate in Extractive Industries, but reflects the various National Certificates that are recognised by the industry. The National Certificates within the Extractive Industry are as follows:

- National Diploma in Extractive Industries (Management) Level 5/6 – 304 credits
- National Certificate in Extractive Industries (Mining Administration A Grade Surface Extraction) Level 5 – 106 credits
- National Certificate in Extractive Industries (Mining Administration B Grade Surface Extraction) Level 5 – 80 credits
- National Certificate in Extractive Industries (Supervision) Level 4 – 63-113 credits
- National Certificate in Extractive Industries (Operations) Level 4 – 49-82 credits
- National Certificate in Extractive Industries (Operations) Level 3 – 63-113 credits
- National Certificate in Extractive Industries (Weighbridge Operations) Level 3 – 61 credits

3.17 We understand that the Certificate in Extractive Industries was set up originally by TPP as a catch all curriculum in the mining industry and was a way to manage all the certifications within the extractives industry. The Certificate in Extractive Industries is a TPP Certificate and not an industry recognised

[5] Information Sourced from Curriculum Document Construction Load Movement pp1, 21. The learning hours described in the Curriculum Document Construction Load Movement May 2014 pp1, 21 were the same as the current version.

certification (referred to as the TPP Certificate in Extractive Industries in our report). In order to achieve the TPP Certificate in Extractive Industries, a student would have to complete 120 credits within the courses listed in the paragraph above. Thus a student could complete a National Certificate without actually achieving the TPP Certificate in Extractive Industries. Because the TPP Certificate in Extractive Industries is not an industry recognised certification, students do not typically complete this, but complete the National Certificates that are contained within the TPP Certificate in Extractives Industries.

3.18 The programme curriculum that TPP has provided to TEC provides details of the TPP Certificate in Extractive Industries and indicates that in order to qualify, students must complete courses totalling 120 credits from the approved programme structure, but provides no details of the actual programme structure. We understand that the complete Curriculum Document that was broken down into the various qualifications (the industry recognised programmes listed in paragraph 3.16) was contained in a separate Curriculum Document dated 7 August 2013. This is what is widely used by TPP and its Certifications advertised to prospective students.

3.19 We reviewed an industry recognised Certificate within the TPP curriculum of Extractive Studies; the National Certificate in Extractive Industries (Mining Administration A Grade Surface Extraction) Level 5 ("A Grade Certificate") in order to provide a representation of a sample of courses within the 120 course, TPP Certificate in Extractive Industries. The A Grade Certificate has 106 credits and can only be completed once the National Certificate in Extractive Industries (Mining Administration B Grade Surface Extraction) Level 5 with 80 credits is completed. Therefore, students who have completed the A Grade Certificate would have completed more than the 120 credits required for the TPP Certificate in Extractive Industries. We note that the documentation contained in STEO matches the information in the programme documentation for the number of credits (106 credits) but the programme documentation did not provide any learning hours.

3.20 Short Award in Lifting Loads ("Lifting Loads") – The overall comparison between the STEO information and the programme documentation only shows a variance of 4 hours. However, despite the minimal overall difference, the programme documentation reflects a different delivery method than STEO. The programme documentation reports tutor training of 143 hours and self-directed hours of 77 whereas STEO indicates 176 tutor training hours and 48 self-directed hours.

3.21 Short Award in Pendant Crane Use ("Pendant Crane") – The overall comparison between the STEO information and the programme documentation reflects a variance of 18 hours. The difference in hours between the programme documents and STEO are primarily in two areas, tutor delivered hours and work experience hours. The programme documentation makes no mention of work experience, but STEO indicated that students should have 32 hours of work experience in the programme. Additionally, the programme documentation indicated an additional 48 hours of tutor directed training over what was reported in STEO.

3.22 Certificate in Civil, Quarrying and Mining (Introductory) ("CQM") – The STEO information reflected an additional 195 learning hours than was outlined in the programme documents provided. This variance is primarily due to the fact that the programme documents did not identify any self-directed learning hours which accounts for 150 of the additional hours.

3.23 National Certificate in Occupational Health and Safety (Workplace Safety) Level 3 ("OHS") – Curriculum documentation provided for the OHS programme did not contain any details related to the duration of the course or the time the course was delivered. Only credit values for the courses were indicated in the documentation. Accordingly, we could make no comparison between TPP documentation and STEO.

Duration and Learning Hours Analysis - comparison of STEO hours with actual delivery

3.24 We understand that an important part of the funding provided to Tertiary Education Providers is based on the total learning hours delivered to the student (approximately 1,200 hours per year for a full time course). This is reflected in the funding condition SAC3+/013.

3.25 The learning hours recorded in STEO for the programmes we reviewed were comprised of teaching hours, self-directed hours and work experience hours. Our investigation focussed on all three of these components and relied primarily on course timetables, attendance registers, tutor interviews, student interviews and curriculum documents to quantify each aspect.

3.26 We note that the self-directed component differs between each student, depending on a number of factors such as age, prior knowledge, motivation and experience. However, it is an important part of the total learning hours that the funding is based on. When we have assessed the self-directed hours that are required, we have relied on the highest estimates provided by independent students that we interviewed. This is a conservative approach, as it increases the volume of hours we have assessed as being delivered to students compared to using other methods (e.g. the average student estimate).

3.27 In summary, our assessment of the delivered learning hours has calculated an under-delivery to students enrolled in the following programs:

- National Certificate in Scaffolding (Elementary);
- National Certificate in Intermediate Scaffolding;
- National Certificate in Suspended Scaffolding;
- National Certificate in Advanced Scaffolding;
- Short Award in Elevating Work Platforms for Scaffolding;
- Certificate in Emergency Management;
- Certificate in Land Search;
- Certificate in Land Rescue;
- Certificate in Land Search and Rescue Management;
- Certificate in Extractive Industries (Mining Administration Surface Extraction A Grade);
- Short Award in Lifting Loads;
- Short Award in Pendant Crane Use; and
- National Certificate in Occupational Health & Safety.

3.28 For completeness, we note that the National Certificate in Civil, Quarrying and Mining (Introductory) was delivered in accordance with (or close to) the hours that are recorded in STEO.

3.29 The sections that follow provide details on the assessment of the actual learning hours delivered for each of the programmes that we investigated.

Scaffolding Qualifications

Table 5: Scaffolding - Assessment of learning hours delivered

	Elementary	Intermediate	Suspended*	Advanced*	Short Award in Elevated work platforms*
Learning hours recorded in STEO					
Teaching hours per week (total)	16 (1,368)	6 (624)	10 (1,040)	16 (832)	25 (150)
Self-directed hours per week (total)	6 (513)	2 (208)	4 (416)	8 (416)	8 (48)
Work-experience hours per week (total)	- (0)	- (0)	- (0)	8 (416)	- (0)
Total learning hours required (STEO)	**1,881**	**832**	**1,456**	**1,664**	**198**
Learning hours delivered					
- Scheduled classroom and tutorials (see para 3.34)	240	120	200	120	10
- Online learning module / self-directed learning	104	56	88	66	10
- Work experience	-	-	-	-	-
Total learning hours delivered	**344**	**176**	**288**	**186**	**20**
Assessment of learning hours delivered to students (as a % of hours recorded in STEO)	**18%**	**21%**	**20%**	**11%**	**10%**

General comments

3.30 As set out in the table above, we have identified a material under-delivery of learning hours across all of the Scaffolding programmes that we have reviewed when comparing the hours set out in STEO with our understanding of the actual hours delivered.

Calculation of learning hours delivered

3.31 Our assessment of the learning hours delivered has been based on a review of the following:

- Scaffolding Maps documents provided by TPP (see **Appendix C** for this document);
- Interviews with tutors;
- Interviews with workplace trainers;
- Interviews with students; and
- Analysis of the length of time students take to complete the qualifications in question (refer **Appendix D** for details of this analysis).

3.32 In general, all students of the Scaffolding qualifications are in current employment. The programmes are generally delivered to students through a combination of a series of one week block courses that are held onsite at TPP training facilities (7:00 – 4:30pm every day) punctuated by approximately one month long blocks of time spent at work. An individual at the student's workplace signs a workplace trainer agreement and we understand that a logbook must be completed by the student whilst they are at work.

3.33 The scaffolding maps document that TPP provided identified the shortest possible time that the Elementary, Intermediate, Advanced and Suspended Scaffolding qualifications could be delivered to a student with no recognised prior learning. This is included at **Appendix C**. We have combined this information with an analysis of the lengths of time taken by a sample of students who attended each of the courses to reach our conclusion on the number of weeks taken to complete the course. This has driven our calculation of learning hours. This analysis has highlighted the fact that a significant percentage of students complete the Scaffolding qualifications in a shorter time period than that set out in STEO. We acknowledge that this issue of compressed delivery has previously been reported to TEC by TPP and that TPP has claimed lower funding in respect of this compressed delivery.

3.34 Subsequent to the completion of our 2 September 2016 prelinminary draft report, we were provided with a report from NZQA setting out that the teaching hours for the Elementary Scaffolding qualification were comprised of five compulsory weeks and one optional week. NZQA subsequently provided us with an email confirming that this was the case. We have accordingly increased the number of teaching hours from five weeks (200 hours) to six weeks (240 hours) in Table 5.

3.35 For the purposes of our calculation of total learning hours delivered we have assumed the length of each qualification to be the time at which 75% of students have completed the course. We have based this duration on our review of 75 randomly selected student's (15 per program) enrolment records. For the purpose of this calculation we used the date that the student signed their enrolment form as the start date, and the date of their final assessment as the end point. This analysis is set out in the graphs at **Appendix D**. In summary, our estimation of course lengths are as follows:

Table 6 – Scaffolding qualifications - assessments of course length

	Elementary	Intermediate	Suspended*	Advanced*	Short Award in Elevated work platforms*
Minimum length of course (weeks) based on Scaffolding maps document (Appendix C)	26	16	26	16	N/A
Deloitte estimation of course length (weeks) based on Deloitte student analysis (Appendix D)	32	16	24	21	N/A
Length of course as per STEO (note that these courses are set out as part time in STEO)	85.5	104	104	52	6

3.36 To calculate the total learning hours we have classified all the week long blocks on site at TPP, plus the week long assessments as Teaching Hours (for the Elementary Course there are four week long blocks plus one week of assessment – a total of five weeks or 200 hours).

3.37 We have then calculated self-directed learning by allowing 10 hours per week when students are on a block course, and two hours per week when students are at work in between the block courses. For the Elementary course this would equate to five weeks at 10 hours per week plus 27 weeks (being the estimate of the course length calculated according to the methodology in paragraph 3.34 less the block courses and assessment week) at two hours per week. This results in a total of 104 self-directed learning hours. Our view is that this is a conservative approach which results in a figure at or close to the maximum number of self-directed learning hours that a student would undertake as part of completing the qualification.

3.38 In the scaffolding maps document provided at Appendix C, TPP has asserted that for the examples given in the document (being the shortest length of time a student could complete the course) that all hours, whether they are hours spent on the block courses or hours spent at work during the intervening month blocks are classified as "Tutor-Directed Hours". To support this position, TPP set out in their response to our initial findings (response dated 04 May 2016) that "*TPP does have company trainers in place at each workplace. These company trainers provide direction to students and components of this are, and always has been, counted as tutor-directed hours; this has been well discussed with various TEC investment managers and senior management over the last decade".*

3.39 Our view is that the time students spend at their workplace does not constitute "Tutor-Directed Hours" and should therefore not be classified as Teaching hours for the purposes of comparison to STEO. We have set out our reasons for this below:

- The employers do not formally report to TPP;
- The workplace trainer in charge of the student's "learning" during this time is a colleague of the student and is not a TPP employee;
- There does not appear to be a regular scheduled programme of staff visits to students;
- Most of the students described the month long blocks of work between the block courses as business as usual, and that there were no material changes in their weekly work structure compared to the nature of their work prior to starting the programme (refer student interview summaries below); and
- There is an absence of learning material provided in the documentation we have received that would evidence a structured learning programme during these weeks.

3.40 If the position is accepted that these hours cannot be classified as Teaching hours then it could be argued that the hours spent by student at their workplaces should be classified as Work Experience.

3.41 We have been informed by TEC that for these hours to be classified as work experience for funding purposes there needs to be a structured programme of learning that occurs on the job along with evidence that there is oversight of this learning. Work experience is not merely going back to one's current place of employment and continuing to do one's job[6]. Whilst we accept that there is a workplace trainer in place and that students have to complete a log book, the evidence we have obtained leads us to the view that it is unlikely that the time students spend at work can be classified as work experience for TEC's purpose of calculating total learning hours delivered.

[6] Telephone call with TEC on 01 August 2016

3.42 We note that even if the time spent at work was classified as work experience there would still be a material under delivery of learning hours when comparing actual hours to the hours recorded in STEO for the Elementary and Advanced Scaffolding Courses.

3.43 We have based this view on the interviews with tutors and with students. We have highlighted relevant aspects of these interviews below:

- Work place experience consisted of working under a ticketed scaffolder and the work that was required was slightly different from work previously.
- Some students reported that work placements were no different to work prior to starting the programme. Other students reported that they "just went back to work as normal";
- One student reported that there were no tutors at the workplace, only the workplace trainer. Students only saw the tutors during week courses. (We also note that one student said that the tutor was present all the time)
- Some students report that they had to complete a log book which was signed off by a ticketed scaffolder. However, other than completing the log book, it wasn't any different to prior work. Other students reported that there was "no difference" – for example - *."There was no real difference to the work when you went back for work experience. You had to fill out a log book which needed to be signed by your supervisor which acts as proof of the work and competencies that you show. Work hours were the same as normal and you did not have to work any longer to be able to pass. Tutors were not there but they were available to be contacted." "Just had to do your normal job essentially."*
- TPP relied on the signed log book to demonstrate that the relevant work experience had been gained.
- The context of the learning was learning under leading hands at work – not a TPP tutor.
- One tutor highlighted that the students have to keep a log book of all the scaffolds they have built in the time between courses. The TPP tutors give the employers a report on how the students are doing. There are no requirements or responsibilities for the company trainers to report to TPP, and this is all done informally.

3.44 We obtained further evidence through interviewing two workplace trainers. The workplace trainers confirmed that they arrange for their employees to attend the courses and oversee the training of their employees. They indicated that when employees are enrolled on courses, they attend the in class portion of the training and then return to the job site where they will continue their daily duties and if the workload allows, the students will be given additional duties to gain work experience under the direction of the Foreman. The trainers confirmed that during the workplace training, students complete a TPP log book of their experience and the Foreman or the workplace trainer is required to sign it. One workplace trainer indicated that tutors were available to be contacted and will come to site every so often. During a student's workplace training, TPP does not provide a prescribed listing of tasks or duties that the student must complete.

3.45 The NZQA report dated 18 November 2016, entitled *Scaffolding Investigation Report,* sets out that with regards to Work Experience (or Work Place Learning as it is described in their report) for the Scaffolding programmes, "*the monitors consider that the weeks dedicated to workplace learning can justifiably account for 40 hours, and that there was a clear connection between the workplace and the classroom in the structures of the respective programmes as delivered".*

3.46 NZQA also set out in their report that the evidence for the workplace learning was of a higher standard for the Elementary programme (in the form of a logbook) than for the more advanced programmes where no logbook was completed.

3.47 We remain of the view that it is questionable whether the time students spent at their workplaces satisifies the definition of Work Experience for the purposes of funding by TEC (our reasoning for this is set out in paragraph 3.39).

3.48 Whilst the definition of what constitutes Work Experience is a consideration, what is more important is the fact that the STEO records for every one of the Scaffolding programmes set out materially more teaching hours than were actually being delivered. In addition to this, the STEO records submitted by TPP show no work experience hours for all Scaffolding programmes (with the exception of the Advanced programme). The schedules provided by TPP in Appendix 3 set out TPP's position that all time spent at work should be classified as Tutor Directed hours. As set out earlier, we do not accept this position.

3.49 With regards to self-directed learning, most students reported that there was no study outside of course hours although some students reported that they studied books in their own time (up to one hour per day during the block course). Some students noted filling in their logbooks, which would take about an hour a week. The general impression was that they were not given homework while at work placements (although they could have to fill in logbooks). One of the tutors we interviewed stated that there is no specific self-directed learning hours component.

3.50 Our impression from the student and tutor interviews was that there is a significant emphasis placed on a student learning the programme while they are employed (and not under the direct supervision of a TPP tutor or employer).

3.51 Our analysis of the actual learning hours delivered for the Short Award in elevated work platforms has been based primarily on student interviews. We received a consistent message that the course was delivered over one day. We have allowed for a full 10 hour day and a further 10 hours of self-directed learning in respect of this course.

3.52 Consequently, our assessment of the Scaffolding programmes has identified a material under-delivery of learning hours actually delivered to students.

3.53 We recommend TEC considers whether it is appropriate to:

- Accept our assessment, or accept TPP's inclusion of the student's time spent at their workplace as either tutor directed hours; or
- Consider whether the time spent by students at their work places could be classified as work experience, particularly in light of the work that has been undertaken by NZQA; and then:
- Consider whether any subsequent issues arise due to the emphasis on workplace learning (such as the programme being more similar to an ITO style of delivery); and finally
- Determine whether TPP has been overfunded in relation to the delivery of the Scaffolding programmes between 2010 and 2015. In determining the level of any overfunding, TEC must take account of the extent to which they believe time spent at the workplace can be considered as Work Experience and TPP's response to our initial findings (response dated 04 May 2016) which sets out

> *"It is important to note that in 2015 TPP claimed no funding for Suspended Scaffolding and less than 50% for Advanced and Intermediate Scaffolding, based on Rule SAC045. TPP also reduced its funding claim for each Elementary student that finished early, using the same calculation."*

Search and Rescue Programmes

3.54 We were engaged to investigate the delivery of the following Search and Rescue Programmes:

- Certificate in Emergency Management (Level 4);
- Certificate in Land Search (Level 4);
- Certificate in Land Rescue (Level 4); and
- Certificate in Land Search and Rescue Management (Level 5).

General comments

3.55 It was made apparent during our student and tutor interviews that the students who have enrolled in the Search and Rescue programmes do not intend to complete the wider qualification. Rather, the students were enrolled in short courses that usually involved:

- Pre-course work learning – reading and a short assessment that was completed by the student in their own time; and
- Block course – typically two to three days which was facilitated by two TPP tutors.

3.56 Our understanding is that the short courses usually focus on certain aspects of Search and Rescue, for example: tracking, suburban search, lost person behaviour, and applying management skills to an emergency situation. Some students only completed one short course, with no intention to complete any further components of the programme.

3.57 The focus of the Search and Rescue Programmes is to train volunteers. Consequently, the funding is intended for targeted, skills-based short awards (under 40 credits each), including training schemes. We were advised by TEC that this means funding can be claimed for students who do not complete qualifications, and can also be claimed for 'training schemes' which NZQA defines as education that does not lead to the award of a formal qualification.

3.58 We understand from these comments that TEC is comfortable with students studying short courses only rather than working towards the Certificate qualifications as a whole. However, we note that these comments are only applicable to programmes within the Search and Rescue context. This means that the exception allowing students to enrol in short courses, rather than completing the overall programmes only applies to the four programmes recorded above in paragraph 3.49[7].

Actual delivery of learning hours

3.59 Our standard approach to assessing the learning hours actually delivered to students under a programme involves quantifying the number of learning hours that students undertake in order to complete the programme. We then calculate whether the actual hours undertaken are consistent with the number and type of learning hours that are recorded in STEO.

3.60 However, students that are enrolled in the Search and Rescue programmes do not usually complete the overall programmes as they are usually focussed on obtaining the specific skills that are taught in the short

[7] Comment applies to programmes within scope of our engagement only. The exception may also apply to other Search and Rescue related programmes that were not investigated as part of our engagement.

courses. Accordingly, it was not possible for us to assess the learning hours delivered at the programme level. Rather, for the purpose of our assessment, we have assumed that the total learning hours required for the programme (which are recorded in STEO) are distributed pro-rata across the EFTS that each student is funded for.

3.61 For example, if a student was recorded in TPP's Single Data Return as being funded for a 0.10 EFTS "course" within the Certificate in Land Rescue, then we would assume that the student should be required to complete 120 total learning hours. We have calculated this as:

> EFTS delivered to student **x** average learning hours per EFTS = Expected required hours
> OR
> 0.10 **x** 1,200 = 120 required learning hours

3.62 We have summarised our assessment of the percentage of learning hours actually delivered to students in respect of the Search and Rescue Programmes (at a course level) in the following table:

Table 7: Assessment of learning hours delivered to students interviewed

Programme	NSN	Description of block course *Total hours include 10 hours for pre-block course learning (per short course done)	EFTS (SDR)	Expected hours	% delivery
Certificate in Emergency Management	9(2)(a) CIMS 4	Three full days at block course (24 hours) **Total hours: 34 hours**	0.1167 (2015)	142.84 hours	**23.80%**
	9(2)(a) Ski Patrol CIMS 4	N/A	0.1834 (2015)	224.48	**N/A**
	9(2)(a) CIMS 4	Five days at block course (40 hours) **Total hours: 50 hours**	0.06 (2015)	73.44	**68.08%**
	9(2)(a) CIMS 4	Four – five days at block course (40 hours) **Total hours: 50 hours**	0.09 (2015)	110.16	**45.39%**
	9(2)(a) CIMS 4	Two days at block course (16 hours) **Total hours: 26 hours**	0.06 (2015)	73.44	**35.40%**
	9(2)(a) CIMS 4	Two days at block course (16 hours) **Total hours: 26 hours**	0.1167 (2015)	142.84	**18.20%**
	9(2)(a) CIMS 4	One to two days at block course (16 hours) **Total hours: 26 hours**	0.20 (2014)	244.80	**10.62%**
	9(2)(a) CIMS 4	Four days at block course (32 hours) **Total hours: 42 hours**	0.20 (2014)	244.80	**17.16%**
	9(2)(a) CIMS 4	Three days at block course (24 hours) **Total hours: 34 hours**	0.20 (2014)	244.80	**13.89%**
	9(2)(a) CIMS 4	Three days at block course (24 hours) **Total hours: 34 hours**	0.1917 (2013)	234.64	**14.49%**
Certificate in Land Search	9(2)(a)	Courses usually one to two days (20 hours) **Total hours: 30 hours**	0.1083	129.96 (2015)	**23.08%**
	9(2)(a)	Two day course (20 hours) **Total hours: 30 hours**	0.125	150 (2014)	**20.00%**

Programme	NSN	Description of block course *Total hours include 10 hours for pre-block course learning (per short course done)	EFTS (SDR)	Expected hours	% delivery
	9(2)(a)	Four day course (40 hours) **Total hours: 50 hours**	0.20	240	**20.83%**
	9(2)(a) 2x courses	Completed 2 x two day courses (40 hours) **Total hours: 60 hours**	0.20	240 (2014 /15)	**25.00%**
	9(2)(a) Tracking	Course was two full days (20 hours) **Total hours: 30 hours**	0.10	120 (2015)	**25.00%**
	9(2)(a)	Course was two full days (20 hours) **Total hours: 30 hours**	0.1083	129.96 (2015)	**23.08%**
	9(2)(a) 2x courses	Completed 2 x two day courses (40 hours) **Total hours: 60 hours**	0.20	240 (2015)	**25.00%**
	9(2)(a)	Course was two full days (20 hours) **Total hours: 30 hours**	0.125	150 (2015)	**20.00%**
	9(2)(a)	2 x two day & 1 x five day (90 hours) **Total hours: 120 hours**	0.3833	459.96 (2014 /15)	**26.09%**
	9(2)(a)	Course was two full days (20 hours) **Total hours: 30 hours**	0.10	120	**25.00%**
	9(2)(a)	Course was two days (20 hours) **Total hours: 30 hours**	0.1083	129.96 (2015)	**23.08%**
Certificate in Land Rescue	9(2)(a) Ropes & Swift Water	Two day courses over a weekend (student has been enrolled in two) (40 hours) **Total hours: 60 hours**	0.1833	219.96	**27.28%**
	9(2)(a) Ropes & Swift Water	Two day courses over a weekend (student has been enrolled in two) (40 hours) **Total hours: 60 hours**	0.1833	219.96	**27.28%**
	9(2)(a) Ropes	Courses were between 1 and 3 days (30 hours) **Total hours: 40 hours**	0.10	120	**33.33%**
	9(2)(a) Ropes	Two day course over a weekend (20 hours) **Total hours: 30 hours**	0.10	120	**25.00%**
	9(2)(a) Risk Management	Two ½ day course Friday to Saturday (25 hours) **Total hours: 35 hours**	0.10	120	**29.17%**
	9(2)(a) Ropes	Two day course (20 hours) **Total hours: 30 hours**	0.10	120	**25.00%**
	9(2)(a) Ropes	Two day course (20 hours) **Total hours: 30 hours**	0.10	120	**25.00%**
	9(2)(a)	Two day course (20 hours) **Total hours: 30 hours**	0.10	120	**25.00%**

[8] Student only recalled one short course. However, he has been funded for two different short courses, being 0.20 EFTS in 2014 and 0.125 EFTS in 2015. We have conservatively assumed he was recalling the 2015 course, as it was funded at a lower EFTS value. This increases the percentage of hours that were delivered to this student.
[9] Student spoke about the most recent short course, which was funded for 0.10 EFTS in 2015. However, the student has been funded for 0.425 EFTS under the Certificate in Land Rescue during 2014 and 2015
[10] TPP's SDR records that this student has been enrolled in courses on two different dates (one in 2014 and one in 2015). Student spoke about the course he did "last year", so we have relied on the EFTS that this student was funded for in 2015.

Programme	NSN	Description of block course *Total hours include 10 hours for pre-block course learning (per short course done)	EFTS (SDR)	Expected hours	% delivery
Certificate in Land Search and Rescue Management	9(2)(a)	Two day course (20 hours) **Total hours: 30 hours**	0.1667	213.37	**14.06%**
	9(2)(a)	Three day course (30 hours) **Total hours: 40 hours**	0.1667	213.37	**18.75%**
	9(2)(a)	Three day course (30 hours) **Total hours: 40 hours**	0.1667	213.37	**18.75%**
	9(2)(a)	Two or three day course (30 hours) **Total hours: 40 hours**	0.1667	213.37	**18.75%**
	9(2)(a)	Three day course (30 hours) **Total hours: 40 hours**	0.15	192	**20.83%**
	9(2)(a)	Two or three day course (30 hours) **Total hours: 40 hours**	0.1667	213.37	**18.75%**
	9(2)(a)	Three day course (30 hours) **Total hours: 40 hours**	0.15	192	**20.83%**
	9(2)(a)	Responses not consistent with SDR funding (3 days in SDR @ 0.1667 but not around same time - November 2014)	0.1667	213.37	**18.75%**
	9(2)(a)	Two day course (20 hours) **Total hours: 30 hours**	0.15	192	**15.63%**
	9(2)(a)	Two day course (20 hours) **Total hours: 30 hours**	0.15	192	**15.63%**

3.63 Funding condition SAR012 sets out that a TEO must repay over-funding if it receives SAR (ACE) funding that is greater than it should have been, or that it was not entitled to receive. The funding condition sets out that, for the purpose of this condition, the TEC will consider that a TEO received funding that was greater than it should have been if it delivered less SAR (ACE) provision (at a course level) than it received funding for. In that situation, the TEC will recover the difference between the TEO's actual delivery and 100% of the SAR (ACE) funding received by the TEO. We recommend that TEC considers whether TPP has been over-funded in relation to the Search and Rescue programmes recorded above.

3.64 We note that the self-directed component differs between each student, depending on a number of factors such as age, prior knowledge, motivation and experience. However, it is an important part of the total learning hours that the funding is based on. For the purpose of our assessment we have relied on the highest estimates provided by tutors and students to determine the hours that were required for the pre-course learning module. For this reason, the pre-course learning module is stated as requiring the same amount of hours for each student in the programme. In our view this is a conservative approach, as it likely overstates the amount of hours required for most students.

3.65 We also interviewed students from each programme area in order to get an understanding of the number of hours that they were required to undertake in order to complete the courses that they enrolled in. We have summarised the student's responses and recorded the EFTS that were recorded in TPP's SDR in Table 7. We have then calculated the "expected learning hours" the student may have been required to undertake (based on a pro-rata distribution according to their EFTS) and then calculated the percentage of the "expected learning hours" that were actually delivered.

3.66 From our analysis, students that were enrolled in the Search and Rescue "courses" during 2015 were recorded in TPP's SDR as being funded for a lower number of EFTS for the same "courses". This is consistent with TPP's explanation that the EFTS claimed for the 2015 calendar year were adjusted to reflect compressed delivery. However, in our view, the funding that has been claimed is still significantly higher than what we would expect, given the actual hours that were delivered to the students.

Certificate in Emergency Management

3.67 The Certificate in Emergency Management is a Level 4 programme that is designed to provide graduates with a high level response to emergencies in chosen functions. One of the primary focusses of the paper is to familiarise students with the managerial roles of the Coordinated Incident Management System (**"CIMS"**).

3.68 The tutors that we spoke to advised us that the overall Certificate in Emergency Management (Level 4) exists, but it has not been pursued by the market for four to five years. Rather, the demand in relation to this programme is focussed on targeted learning, through the provision of short courses which are usually two to three days in length, delivering particular unit standards. Because most of the students are volunteers, the courses are usually held at weekends.

3.69 The main short course delivered under the Certificate in Emergency Management is the CIMS 4 module. The tutors advised us that:

- A pre-course work package is sent out to students at least three weeks before they attend the block course. This pre-course work package is required to be completed before students attend the block course and covers many of the prerequisites and general concepts of the course. The tutors estimated that a new student, who knew absolutely nothing about the content, would take approximately six to eight hours to complete the pre-course work package.
- The main content of the programme is delivered during a three day block course, which can be held nationwide depending on demand in the area. The block courses are run from 8.30am to 5pm and students usually complete a few hours of study during the evenings.
- The CIMS 4 module consists of 12 credits, which are all achieved through the completion of the pre-course work package and block course referred to above.
- Approximately 99% of the students pass the course.

3.70 We note that the Certificate in Emergency Management (Level 4) is a 60 credit programme. According to the tutor's responses, students require approximately 40 hours to complete 20% of that programme (being the 12 credits gained through completing the CIMS 4 module).

3.71 For the purpose of our assessment we have assumed that the pre-course module required 10 learning hours. We note that this is higher than the tutor's estimate (8 hours) and also over twice as high as the students that we interviewed (who estimated between "a few" and four hours). In our view this conservative approach mitigates the risk that our student interview sample size was inadvertently weighted towards students that were employed in related sectors.

3.72 We note that attendance at the full duration of the block course is required irrespective of the student's employment or skills. Accordingly, we have relied on the student's recollection of total days when we assessed the hours required for the block course component of the "courses". We note that students estimated that the duration of each day was between seven and eight hours. For the purpose of our assessment, we have assumed that the days were always eight hours. This is a conservative approach as it slightly increased some of the assessments that were made. Student responses varied from describing the course as a 2 day block course to a 5 day block course. We have calculated the percentage delivery for each student and present this below as our calculated range of delivery.

3.73 The students who we interviewed who were enrolled in 2014 "courses" were recorded in TPP's SDR as being funded for 0.20 EFTS. In contrast, students who we interviewed who were enrolled in 2015 were recorded at a lower, and more variable, EFTS value.

3.74 Our analysis has calculated a range of actual hours delivered as being between 11% and 68% of the hours recorded in STEO. Accordingly, TEC may wish to consider whether TPP has been overfunded in relation to the delivery of the short courses delivered to students under the Certificate in Emergency Management.

Certificate in Land Search

3.75 The Certificate in Land Search is a Level 4 programme that is intended for people involved in searching for missing persons in a wilderness or urban environment, as part of a formal search and rescue response. Approximately 90% of the students that enrol in this programme are land search volunteers, who are usually employed in other work places, and volunteer their time when an emergency occurs.

3.76 Students that enrol in the Certificate in Land Search do not usually complete the overarching qualification. Rather, they are enrolled in short "courses" that focus on particular skills or situations. There are up to 15 different "courses", which include:

- Search techniques;
- Tracking core skills; and
- Suburban search environments.

3.77 We interviewed tutors to get an understanding of how they delivered the course. The key points from these interviews were that:

- The "courses" are structured in the same format as the CIMS 4 described at paragraph 3.64. They involve a pre-course learning module that the student studies on their own, which is followed by a multi-day block course that is delivered in person throughout the country.
- The course with the most pre-course learning was the Tracking course, which would involve a new student completing about 15 to 20 hours worth of learning prior to attending the block course. In contrast, the tutor we spoke to who delivers the Search Techniques course advised us that the pre-course learning module would take a student up to 3 hours to complete.
- Most of the block courses are run over two days, however, the scheduled hours per day are often longer than a standard fulltime day, as some of these courses involve a night-time component to the learning. For the purposes of our assessment, we have assumed that the days were ten hours.

- Students complete all of the learning by the end of the block course. There is no formal follow up between the tutors and students (unless the student enrols in another course or is involved in an actual search and rescue mission with the tutor).

3.78 We also interviewed 11 students in order to get an understanding of the number of hours that they were required to undertake in order to complete the courses that they enrolled in. We have summarised the student's responses and recorded the EFTS that were recorded in TPP's SDR in Table 7.

3.79 We have conservatively estimated that students complete 10 hours of pre-block course learning for each course they attend. We note that most of the students who could estimate the amount of time that was spent completing the pre-block course learning module indicated that it would take "a few hours" (i.e. less than three hours). However, we have included a global allowance of 10 hours per course, to reflect the fact that some of these students may have been familiar with the content.

3.80 Our assessment of the hours delivered to students records that they have received approximately 20% to 26% of the learning hours that would be required if those hours were spread pro-rata across the EFTS that were funded for that student.

3.81 TEC may wish to consider whether TPP has been overfunded in relation to the delivery of the short courses delivered to students under the Certificate in Land Search.

Certificate in Land Rescue

3.82 The Certificate in Land Rescue is a Level 4 programme that is intended for people that are involved in conducting rescue operations in a wilderness environment as part of a formal response. This programme includes working with helicopters and rope rescue techniques.

3.83 The tutors that we spoke to provided similar answers to the Certificate in Land Search. In summary, we were advised that the delivery of this programme consists of short "courses". The actual delivery of these programmes consists of a pre-block course learning module which is completed by the student before they attend a block course which is usually two to three days in length. Most of the students that we spoke to were recorded in TPP's SDR as being funded for:

- Two ropes related unit standards (0.10 EFTS combined); and
- One swift water responder unit standard (0.0833 EFTS).

3.84 We also interviewed eight students in order to gain an understanding of the number of hours that they were required to undertake in order to complete the courses that they enrolled in. We have summarised the student's responses and recorded the EFTS that were recorded in TPP's SDR in Table 7.

3.85 We have conservatively estimated that students complete 10 hours of pre-block course learning for each course they attend. We note that most of the students who could estimate the amount of time that was spent completing the pre-block course learning module indicated that it would take a few hours (i.e. less than three hours). However, we have included a global allowance of 10 hours per course.

3.86 Our assessment of the hours delivered to students records that they have received approximately 25% to 33% of the learning hours that would be required if those hours were spread pro-rata across the EFTS that were funded for that student.

3.87 TEC may wish to consider whether TPP has been overfunded in relation to the delivery of the short courses delivered to students under the Certificate in Land Rescue.

Certificate in Land Search and Rescue Management

3.88 The Certificate in Land Search and Rescue Management is a Level 5 programme that is intended for people who have a role in the incident management team responding to a missing person during the initial response period and during multi-period operations.

3.89 The tutors that we spoke to provided similar answers to the Certificate in Land Search. In summary, we were advised that the delivery of this programme consists of short "courses". The actual delivery of these programmes consists of a pre-block course learning module which is completed by the student before they attend a block course which is usually two to three days in length.

3.90 We also interviewed 10 students in order to get an understanding of the amount of hours that they were required to undertake in order to complete the courses that they enrolled in. We have summarised the student's responses and recorded the EFTS that were recorded in TPP's SDR in Table 7.

3.91 We have conservatively estimated that students complete 10 hours of pre-block course learning for each course they attend. We note that most of the students who could estimate the amount of time that was spent completing the pre-block course learning module indicated that it would take a few hours (i.e. between one and four hours). However, we have included a global allowance of 10 hours per course, to reflect the fact that some of these students may have been familiar with the content.

3.92 Our assessment of the hours delivered to students records that they have received approximately 14% to 21% of the learning hours that would be required if those hours were spread pro-rata across the EFTS that were funded for that student.

3.93 TEC may wish to consider whether TPP has been overfunded in relation to the delivery of the short courses delivered to students under the Certificate in Land Search and Rescue Management.

Other programmes

3.94 We have been asked to review an additional five programs for compliance and have grouped them together as the "Other" programme areas. The result of our assessment of actual learning hours delivered as compared to STEO is set out in the table below. The sections that follow the table set out additional details related to our findings.

Table 8: Assessment of learning hours delivered of Other programme areas assessed

	CQM	A Grade Certificate[11]	Lifting Loads	Pendant Crane	OHS
Credits recorded in STEO	114	43	22	21	50
Level	3	5	3	3	3
Weeks (excluding holiday weeks)	30	N/A	16	8	15
Learning hours recorded in STEO					
Teaching hours per week (total)	26 (780)	N/A	11 (176)	15 (120)	22.5 (337.5)
Self-directed hours per week (total)	5 (150)	N/A	3 (48)	5 (40)	11.5 (172.5)
Work-experience hours per week (total)	13 (390)	N/A	0	4 (32)	0
Total learning hours required (STEO)	**1320**	**430[12]**	**224**	**192**	**510**
Learning hours delivered					
- Scheduled classroom and tutorials	675	52.5	50	20	72
- Online learning module / self-directed learning	150	8	40	20	58
- Work experience / learning in employment	450	0	0	0	0
- Allowance for unscheduled tutor contact	N/A	0	N/A	N/A	N/A
Total learning hours delivered	**1275**	**60.5**	**90**	**40**	**130**
Assessment of learning hours delivered to students (as a % of hours recorded in STEO)	**97%**	**14%**	**40%**	**21%**	**25%**

Certificate in Civil, Quarrying and Mining (Introductory)

3.95 The Certificate in CQM is described in STEO as a programme that will provide students with the basic skills, knowledge and attitudes vital for a career in civil construction, quarrying or mining. We understand, from

[11] Details listed in the table represent the sample of units reviewed and not the complete course curriculum for the A Grade Certificate.
[12] Hours are based on the amount of hours we would expect to see for each unit (i.e. 43 units x 10 learning hours per unit).

tutor interviews, that the program is made up of two types of students; pre-employment students and professionals from the industry looking for retraining or taking up a new career.

3.96 The programme document sets out that the programme is structured into 30 weeks and the unit standards are registered on the National Qualifications Framework. The 30 weeks are separated into 18 weeks tutored and 12 weeks of work experience with learning hours between 8:30am-4:00pm. Based on the programme documentation, credits earned in the programme total 169, and on successful completion of the 30-week full time program students will receive the TPP Certificate in Civil, Quarrying and Mining and National Certificate in Extractive Industries – (Introduction). Students must attend all aspects of the program, require a pass mark in all theory and practical components which consist of written tests and practical assignments, attend 100% of the course time (except for a genuine reason), and complete a minimum of six of the available 12 weeks of the work experience. The work experience handbook must be signed off and returned to the programme staff.[13]

3.97 We note that the programme structure, as described by the programme documents, is consistent with the way in which the tutors we interviewed described that the course is delivered.

3.98 The tutors described the course as being a 30 week course with 18 weeks of full time tutor training and 12 weeks of full time work based training. During the 18 weeks of tutor training students complete approximately 2 weeks of in class theory and 16 weeks practical training. Assessments are performed during the 18 weeks and recorded in the student manuals. Tutors advised that the 18 weeks of tutor training are full days, approximately 7.5 hours per day, five days per week.

3.99 The remaining 12 weeks of the program is work experience training, working on an industry standard schedule. We have assumed an approximate working day of 7.5 hours per day. The students are placed with companies to gain practical, on the job experience with the hopes of gaining employment through the placement. During the 12 weeks, tutors maintain contact with the students and employers. The students are also expected to complete log books that detail their experience, and are signed-off and rated by their site managers.

3.100 Self-directed learning hours are described by tutors as being very dependent on the capabilities of the student. It was estimated that an average student would do one to five hours of self-directed learning per week throughout the programme. We have used the conservative estimate of five hours per week in our calculations in the table above.

3.101 Based on our assessment above, students undertake 1275 of learning hours, which is 97% of the hours recorded in STEO. Accordingly we have concluded that the delivery of this qualification does not require additional investigation.

Short Award in Lifting Loads

3.102 The Short Award in Lifting Loads is contained within the Curriculum Document on Construction Load Movement. STEO describes the course as a Level 3, 22 credit programme where students are trained in inspecting and evaluating lifting gear, identifying hazards, preparing and slinging regular loads and communicating during crane operations. The STEO documents also indicate that assessments are competency-based and self-paced, where each student is governed by the pace of their own learning. Overall assessments are used as guidelines and are carried out using written and practical tests.

[13] Programme Handbook 2016, Civil, Quarrying and Mining

3.103 The Curriculum Document does not provide a specific description of the Short Award in Lifting Loads. However, it describes the overall short awards within the Construction Load Movement programme as being geared towards developing skillsets to meet the needs of people entering the industry or developing their skills. They are able to operate specific industry or plant equipment across a wide range of construction and industrial environments. The Short Award programmes were developed in response to industry requests to recognise additional specialty skills in the construction load movement industry. The short award programme is said to be delivered in a series of one to five day block courses with a balance of approximately 40% indoor classroom learning and 60% outdoor practical exercise with coaching and instruction. The courses may also have pre and post work as part of their components. Assessments are competency based and the Short Award is provided to students who have completed all 22 unit standards within the programme.

3.104 The programme documentation shows the Short Award as being one unit number worth 22 credits with 143 tutor directed hours and 77 Independent learning hours for a total of 220 learning hours.[14]

3.105 Interviews with tutors indicate the course delivery is significantly different to that which is set out in the programme documentation. Tutors indicated that the course is delivered in approximately 4 days, resulting in approximately 40 tutor directed learning hours. The Short Award is geared towards students who have industry experience and additional training is part of a job requirement. Because the training is part of the student's job requirements, the completion rate tends to be close to 100%.

3.106 We understand that workbooks are delivered to students prior to training that must be completed independently and can take up to 40 hours to complete but the length of time taken is heavily dependent on the student. The tutor directed learning consists of in class sessions and practical training; two days in class and up to three days of practical training and assessments for a maximum of 50 tutor directed learning hours. If the students are not ready for the evaluation after the week of training, they will continue to train with the tutors.

3.107 We spoke with nine students who completed the Short Award in Lifting Loads programme and they indicated that they were all in full time employment. Seven of the nine students reported that the course was a one or two day course with eight hours of tutor learning consisting of approximately 50% theory and 50% practical learning. The remaining two students reported that the course was between three and five days long. The Students indicated that assessments were both theory and practical. One student reported that once the practical assessment was complete the student was free to leave the course.

3.108 For the purpose of our evaluation we have assumed the tutor's maximum hours reported of five full days of tutor directed learning (50 hours) and 40 hours of self-directed learning. Based on our assessment, students undertake 90 learning hours, which is significantly below the 224 hours that are recorded in STEO. It should be noted that our assessment of the total learning hours is the most conservative interpretation of the information we have been given.

3.109 TEC may wish to consider whether TPP has been overfunded in relation to the delivery of the short courses delivered to students under the Short Award in Lifting Loads.

Short Award in Pendant Crane Use

3.110 The Short Award in Pendant Crane Use is contained within the Curriculum Document on Construction Load Movement. STEO describes the course as training in the operation of pendant controlled overhead crane

[14] TPP West Coast Curriculum Document Construction Load Movement, May 2014

and lift and place regular loads. Students in the course will be able to receive instructions, communicate information, and demonstrate knowledge of procedures and requirements for lifting practices and overhead cranes, pendant and remote controlled cranes, monorail, suspended hoists and lifting equipment.

3.111 The Curriculum Document does not provide a specific description of the Short Award in Pendant Crane Use. However, it describes the overall Short Awards within the Construction Load Movement programme as being geared towards developing skillsets to meet the needs of people entering the industry or developing their skills, where they are able to operate specific industry or plant equipment across a wide range of construction and industrial environments. The Short Award programmes were developed in response to industry requests to recognise additional specialty skills in the construction load movement industry. The Short Award programme is said to be delivered in a series of one to five day block courses with a balance of approximately 40% indoor classroom learning and 60% outdoor practical exercise with coaching and instruction. The courses may also have pre and post work as part of their components. Assessments are competency based and the Short Award is provided to students who have completed all 21 unit standards within the programme.

3.112 The programme documentation shows the short award as being five units for a total of 21 credits, resulting in 168 tutor directed hours and 42 independent learning hours for a total of 210 learning hours.[15] We note that this information differs from both STEO and information provided by tutors and Students.

3.113 Tutors who we interviewed described the course as being delivered in less time than set out in the programme timetable. Tutors indicated that the course is delivered over one and a half to two days resulting in a maximum tutor directed hours of 20 hours (assuming 10 hour days). The majority of students are in full time employment and are taking the short award as part of employment training.

3.114 Workbooks are delivered to students prior to training that must be completed independently. We were informed by the tutors that this takes between four and 20 hours to complete and is heavily dependent on the student.

3.115 In class training is two days with one day in class for approximately 10 hours and the second day being practical training and assessments. The second day can be anywhere from one and a half hours, to a full day of training and assessment, and is dependent on how experienced the students are. For the purpose of our evaluation we have conservatively assumed two full days of instruction and evaluation at 20 hours of tutor directed learning and 20 hours of self-directed learning.

3.116 Students interviewed indicated that the course duration was one or two nine hour days that was delivered in-class with half the time being theory and the other half being practical training. Students report that the training was delivered at the employer's site and at TPP.

3.117 Based on our assessment above, students undertake 40 learning hours, which is significantly below the 192 hours that are recorded in STEO. It should be noted that our assessment of the total learning hours is the most conservative interpretation of the information we have been given.

3.118 TEC may wish to consider whether TPP has been overfunded in relation to the delivery of the short courses delivered to students under the Short Award in Pendant Crane Use.

[15] TPP West Coast Curriculum Document Construction Load Movement, May 2014

Certificate in Extractive Industries – A Grade Certificate

3.119 The A Grade Certificate is described in STEO as a 32 week course with 35 learning hours per week with 106 credits. Graduates of the programme obtain skills at a foundation level to apply in the extractives industries.

3.120 The courses are delivered over a 12 month period where there is assignment and project work to be completed. Students entering the programme should have completed or be studying toward B Grade Qualification; however the B Grade qualification must be awarded before the award of the A Grade Certificate[16].

3.121 The A Grade Certificate (and all courses within the Extractives Industries) differ from other programme areas in that one tutor does not cover all units within the course. The programme is delivered over 12 months by six tutors. Some tutors deliver multiple unit standards and others deliver individual unit standards due to the specialist training requirements. Because the course delivery is not consistent with other programmes delivered in TPP, our assessment of this course also differs. We have performed interviews on a sample basis of tutors that teach the A Grade Certificate, but do not cover the entire 106 credits. We reviewed courses totalling 43 credits of the 106 (which would typically equate to 43 x 10 learning hours = 430 learning hours). The tutors indicated the following:

- Unit standards 15663 and 8899 are delivered as a one unit block in a maximum of three nine hour days (8am – 5pm) with one full day of prework (eight hours) and no work after the in class sessions. This equates to 27 tutor directed and eight hours of self-directed hours for a total of 35 hours for the delivery of 28 credits.
- Unit standards 15664 and 15667 are delivered as a one unit block in a maximum of three eight hour days (8:30am – 5pm) with no work provided prior to or after the in class sessions. This equates to a total of 25.5 hours for the delivery of 15 credits.
- The resulting hours based on the tutor interviews for 43 credits total (27+25.5) 52.5 tutor directed hours and 8 self directed hours for a total of 60.5 hours.

3.122 The review of the sample courses indicate a significant under delivery of hours with a total of 60.5 learning hours being provided for 43 credits which is 14% of the learning hours that we would expect to see from 43 credits.

3.123 We note that we also spoke with tutors delivering courses in the National Certificate in Extractive Industries (Mining Administration B Grade) Level 5 and were advised that tutors delivering 25 credits (of the 80 required to complete the Certificate) delivered the credits in two eight and a half hour days with no other work requirements for a total of 17 hours to deliver 25 credits.

3.124 TEC may wish to consider whether TPP has been overfunded in relation to the delivery of the short courses delivered to students under the Certificate Extractive Industries – A Grade Certificate.

3.125 TEC may also wish to consider whether the other unit standards contained within the Extractive Industries suite of qualifications should be reviewed.

[16] National Certificate in Extractive Industries A Grade Quarry Manager programme manual

National Certificate in Occupational Health & Safety **("OHS") –** Level 3

3.126 The National Certificate in Occupational Health and Safety (Workplace Safety) Level 3 course is described in STEO as a Level 3 programme with 50 unit standard credits to be delivered over the course of 15 weeks. It sets out that graduates of this programme use knowledge from this program to apply to occupational health and safety in a range of industry environments in order to apply hazard identification and risk assessment procedures in the workplace. The programme is described as having 337.5 teaching hours and 172.5 self-directed learning hours for a total of 510 learning hours.

3.127 Programme documents describe the Level 3 National Certificate in Occupational Health and Safety (Workplace Safety) as a 50 credit programme delivered through block courses, providing additional exit points allowing students to specialise in the OHS area. The Level 3 certificate is geared towards students working in industry with an interest in becoming more involved in the management and co-ordination of Occupational Health and Safety activities at their places of work. Graduates of this programme are able to apply skills and knowledge to a range of industry environments. The programme is an NZQA National Certificate which operates under the New Zealand Industry Training Organisation as Standards Setting Body and is to be delivered in-class on a part time basis over four to six months.

3.128 Interviews with tutors described the programme as being delivered differently on the West Coast and in Auckland.

3.129 West Coast Delivery: The programme, as described by the tutor and programme administrator on the West Coast consists of a three block course where students can achieve different qualifications at the end of each block. As a result students tend to jump in and out of the programme depending on what type of qualification is needed. Some students may only complete the first block, while others may continue on to the other blocks. The Programme has been set up in this manner to be able to be flexible enough to respond to industry requirements.

3.130 The Level 3 programme is described as 50 credits that are delivered in two blocks plus some extra learning courses. The third block is related to the Level 4 qualification. The courses were described as follows:

Table 9 Level 3 OHS Programme – assessment of learning hours delivered – West Coast delivery

Description	Credits	Tutor Hours	Self Directed Learning Hours*	Block Unit Description
Block 1- **Health & Safety Representative in the Workplace**	20	16	50	- Workbooks are given two weeks prior to the course. Students are expected to come to class with some knowledge of their organization's health and safety policies. (Approximately 10 hours of pre-work at one hour per work day x two weeks) - two day in class training session (eight hour days x two) - Self-directed learning hours for students to complete their assessments are delivered in the workplace. Students return to their workplace and read, identify hazards, minimize hazards, perform assessments and develop a hazard manual (hours vary by student). Estimated to be one week or 40 hours.
Block 2 - **Hazard Identification Course**	26	16	8	- two day in class training session - Self-directed learning hours are delivered in the workplace. Students return to their workplace and read, identify hazards, minimize hazards, perform assessments and develop a hazard manual. Tutor estimated that additional work would take approximately eight hours to complete.
Other	4	N/A	N/A	Students must complete an additional four unit courses to achieve the 50 credits required for the National Certificate. These courses are not in the block courses offered for OSH, but are in the student's learning path (equivalent to electives).
National Certificate in Occupational Health and Safety - Level 3	50	32	58	
Total Learning Hours (West Coast Delivery)		90		

3.131 **Auckland Delivery**: We spoke with the Programme Lead in Auckland who reported that there have been issues with the under delivery of the OHS programme, however they are taking steps to change the programme to meet learning hour requirements by having a longer delivery model and having a document that needs to be signed by the tutor and the student with respect to programme delivery hours. He confirmed that the delivery of the OHS programme differed in Auckland from the West Coast, but they are taking steps towards streamlining the learning. Up until the end of 2015 TPP was using an external contractor (the School of Business) to teach the programme at employer sites. TPP would perform the administration, tutors from the School of Business would deliver the materials (provided by TPP), and the tutors would report student assessments back to TPP. In 2016 the delivery model was modified so that the tutors worked directly for TPP and the School of Business took on the role of recruiting students. Under both methods of delivery, we were informed by the Programme Lead that the course was delivered in a condensed timeframe of two block courses delivered over four days with 64 learning hours.

3.132 For purposes of our evaluation, we have used the more conservative programme delivery estimate of 90 learning hours for the two block courses plus 40 for the elective courses for the programme. We note that the hours associated with the delivery of the remaining four credits (or 40 hours) that are not included in

the two block courses have been added to the number of hours despite the courses not being offered as part of the learning, but as part of the student's overall learning path (i.e. the courses may be a range of courses that can qualify for credit).

3.133 Students described the programme as being block courses delivered by the tutor with very little self-directed learning. They indicated that, to their knowledge most students that took the course passed. Of the seven students who we interviewed, the duration of the programme ranged from two days to eight weeks as follows:

- Three students recalled the course as being two days in length;
- Two students recalled the course as being two − three weeks long;
- One student recalled the course as being one week (or three days) long; and
- One student recalled the course as being eight weeks long.

3.134 Most students reported that self-directed learning was dependant on how well you understood the information and ranged from 0 hours to 26 hours in total.

3.135 Based on our assessment above, students undertake 130 learning hours, which is significantly below the 510 hours that are recorded in STEO.

3.136 TEC may wish to consider whether TPP has been overfunded in relation to the delivery of the short courses delivered to students under the National Certificate in Occupational Health and Safety − Level 3.

3.137 TEC may also wish to consider the nature of any communication it has had with TPP regarding the issue of under delivery of this course raised by one of the tutors in their interview.

3.138 TEC may also wish to consider the funding implications of having students only attend parts of the course rather than seeking to complete the full qualification.

Verification of Students and Student Data

4.1 In this section we set out the preliminary findings from our review of the underlying enrolment records for the randomly selected students in the scaffolding programme area that we reviewed. This assessment is part of the original scope of review that TEC requested which only includes 2014 and 2015 years.

4.2 The objective of our review of TPP's enrolment records was to verify the existence of a random sample of students enrolled during 2014 or 2015 to determine whether the students were legitimate, eligible to enrol and that TPP held appropriate documentation supporting the student's enrolment. The review involved:

a) Sighting the enrolment application form for each student;

b) Recording programme start and end dates;

c) Checking that appropriate supporting documentation (e.g. birth certificate, passport) had been provided by the student to support their application;

d) Reviewing the student details in the enrolment forms to determine whether they reconciled with the details recorded in TPP's Student Management System ("**SMS**") and TEC's database; and

e) Reviewing the student's assessment and course completion records.

4.3 We requested enrolment records for 75 random students enrolled in five different scaffolding programmes that were recorded in TPP's Single Data Returns for the years ended 31 December 2014 and 2015. Some of these students had been enrolled in multiple scaffolding programmes during these years. In total, we received 123 programme enrolments for these students.

4.4 The following table provides a summary of the testing results.

Table 10 Summary of enrolment review

Programme	Documents supporting enrolment	Details reconcile in SMS and TEC	Evidence of assessment records	Completions and standards reported
National Certificate in Scaffolding (Elementary) **NC1352**	✓ No issues	✓ No issues	✓ No issues	✓ No issues
National Certificate in Intermediate Scaffolding **NC1463**	✓ No issues	✓ No issues	✓ No issues	✓ No issues

Programme	Documents supporting enrolment	Details reconcile in SMS and TEC	Evidence of assessment records	Completions and standards reported
National Certificate in Suspended Scaffolding **NC1771**	✓ No issues	✓ No issues	✓ No issues	✓ No issues
National Certificate in Advanced Scaffolding **NC1772**	✓ No issues	✓ No issues	✓ No issues	✓ No issues
Short Award in Elevated Work Platforms for Scaffolding **WC2960**	✓ No issues	✓ No issues	✓ No issues	✓ No issues

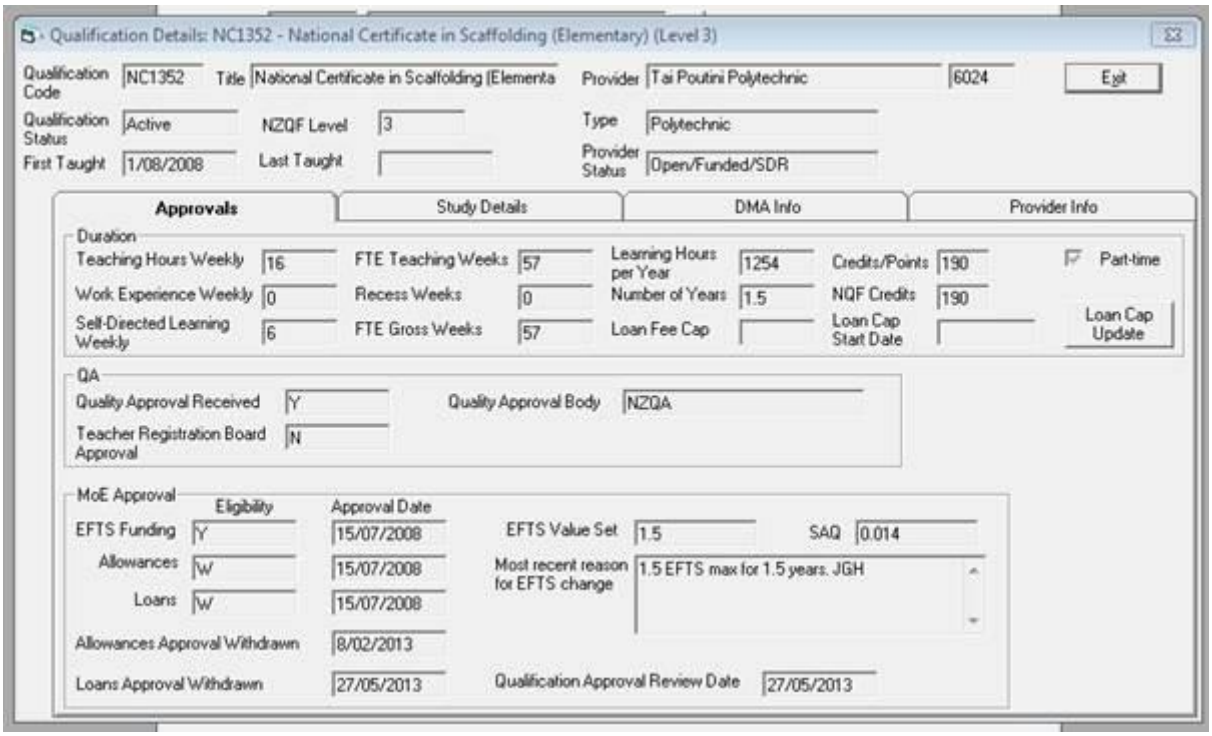
4.5 We did not identify any material issues with the enrolment review. Accordingly we were advised by TEC that it was not necessary to expand this stream of work to cover the broader range of programmes and the broader time period.

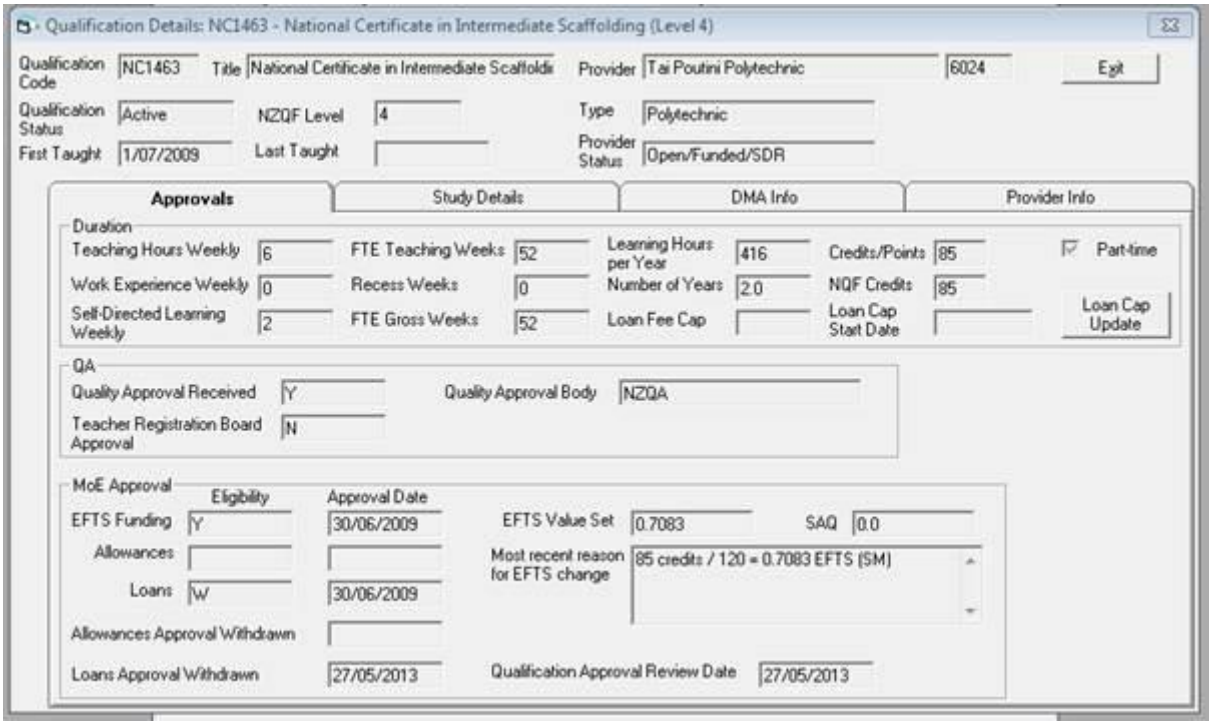
Appendix A – Key Sources of Information

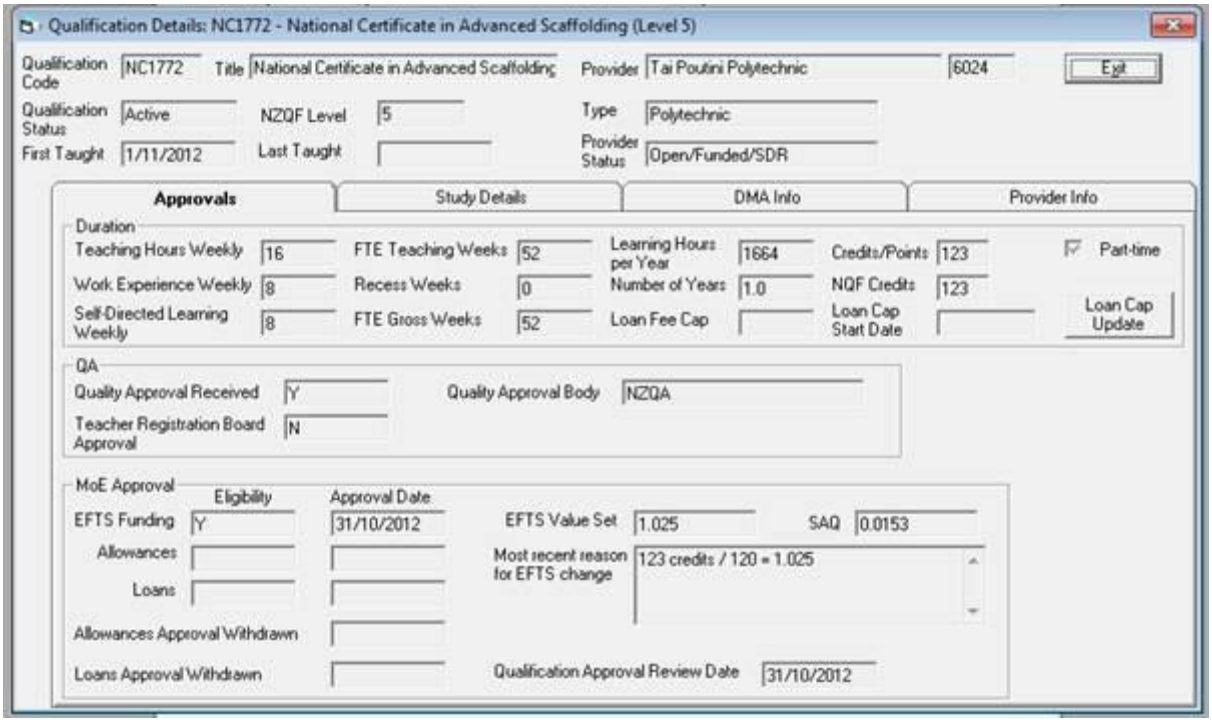
Key Sources of Information

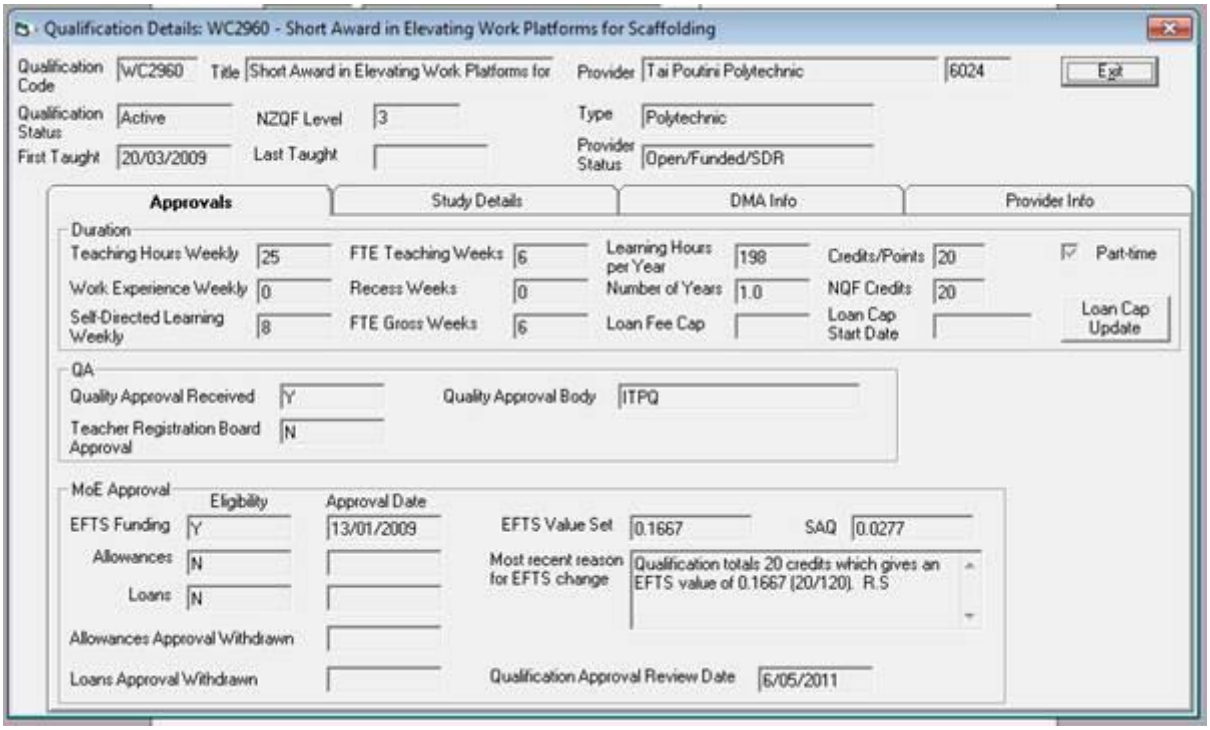
Type	Details
Documents	• Programme and curriculum documents for fourteen selected programmes • Student handbooks for fourteen selected programmes • Class lists for fourteen selected programmes • STEO printouts • NZQA reports
TPP staff and subcontractors	9(2)(a)
Other	• A selection of randomly chosen students were interviewed across programmes • Graeme Cahalane (Tertiary Education Commission) • 9(2)(a) (Tertiary Education Commission) • 9(2)(a) (Scaffolding workplace trainer) • 9(2)(a) (Scaffolding workplace trainer)

Appendix B: STEO Returns




Qualification Details: NC1463 - National Certificate in Intermediate Scaffolding (Level 4)
Qualification Code NC1463
Title National Certificate in Intermediate Scaffoldi
Provider Tai Poutini Polytechnic
6024
Exit
Qualification Status Active
NZQF Level 4
Type Polytechnic
First Taught 1/07/2009
Last Taught
Provider Status Open/Funded/SDR
Approvals
Study Details
DMA Info
Provider Info
Duration
Teaching Hours Weekly 6
FTE Teaching Weeks 52
Learning Hours per Year 416
Credits/Points 85
Part-time
Work Experience Weekly 0
Recess Weeks 0
Number of Years 2.0
NQF Credits 85
Self-Directed Learning Weekly 2
FTE Gross Weeks 52
Loan Fee Cap
Loan Cap Start Date
Loan Cap Update
QA
Quality Approval Received Y
Quality Approval Body NZQA
Teacher Registration Board Approval N
MoE Approval
Eligibility
Approval Date
EFTS Funding Y 30/06/2009
EFTS Value Set 0.7083
SAQ 0.0
Allowances
Most recent reason for EFTS change 85 credits / 120 = 0.7083 EFTS (SM)
Loans W 30/06/2009
Allowances Approval Withdrawn
Loans Approval Withdrawn 27/05/2013
Qualification Approval Review Date 27/05/2013


Qualification Details: NC1772 - National Certificate in Advanced Scaffolding (Level 5)
Qualification Code NC1772
Title National Certificate in Advanced Scaffolding
Provider Tai Poutini Polytechnic
6024
Exit
Qualification Status Active
NZQF Level 5
Type Polytechnic
First Taught 1/11/2012
Last Taught
Provider Status Open/Funded/SDR
Approvals
Study Details
DMA Info
Provider Info
Duration
Teaching Hours Weekly 16
FTE Teaching Weeks 52
Learning Hours per Year 1664
Credits/Points 123
Part-time
Work Experience Weekly 8
Recess Weeks 0
Number of Years 1.0
NQF Credits 123
Self-Directed Learning Weekly 8
FTE Gross Weeks 52
Loan Fee Cap
Loan Cap Start Date
Loan Cap Update
QA
Quality Approval Received Y
Quality Approval Body NZQA
Teacher Registration Board Approval N
MoE Approval
Eligibility
Approval Date
EFTS Funding Y 31/10/2012
EFTS Value Set 1.025
SAQ 0.0153
Allowances
Most recent reason for EFTS change 123 credits / 120 = 1.025
Loans
Allowances Approval Withdrawn
Loans Approval Withdrawn
Qualification Approval Review Date 31/10/2012


Qualification Details: WC2960 - Short Award in Elevating Work Platforms for Scaffolding
Qualification Code
WC2960
Title
Short Award in Elevating Work Platforms for
Provider
Tai Poutini Polytechnic
6024
Exit
Qualification Status
Active
NZQF Level
3
Type
Polytechnic
First Taught
20/03/2009
Last Taught
Provider Status
Open/Funded/SDR
Approvals
Study Details
DMA Info
Provider Info
Duration
Teaching Hours Weekly
25
FTE Teaching Weeks
6
Learning Hours per Year
198
Credits/Points
20
Part-time
Work Experience Weekly
0
Recess Weeks
0
Number of Years
1.0
NQF Credits
20
Self-Directed Learning Weekly
8
FTE Gross Weeks
6
Loan Fee Cap
Loan Cap Start Date
Loan Cap Update
QA
Quality Appeoval Received
Y
Quality Approval Body
ITPQ
Teacher Registration Board Approval
N
MoE Approval
Eligibility
Approval Date
EFTS Funding
Y
13/01/2009
EFTS Value Set
0.1667
SAQ
0.0277
Allowances
N
Most recent reason for EFTS change
Qualification totals 20 credits which gives an EFTS value of 0.1667 (20/120). R.S
Loans
N
Allowances Approval Withdrawn
Loans Approval Withdrawn
Qualification Approval Review Date
6/05/2011

Identity

Provider Code:	6024 Tai Poutini Polytechnic		
Qualification Code:	WC3059		
Qualification Title:	Certificate in Land Search and Rescue Management (Level 5)		
Date Created:	04/05/2011	**Tertiary Resourcing Advisor:**	9(2)(a)

Status

Qualification Status:	Active	**First Taught Date:**	18/04/2011
EFTS Based Funding:	Approved	**Approval Date:**	28/04/2011
Student Allowances:	Not Sought	**Approval Date:**	
Student Loans:	Not Sought	**Approval Date:**	
Qualification Approval Body:	ITPQ	**Teacher Registration Board Approval:**	N/A

Duration

Tuition/Teaching (FTE) Weeks:	30	**Teaching Hrs/Wk:**	6
Vacation/Recess Weeks:	0	**Work Experience Hrs/Wk:**	0
Total Gross Weeks:	30	**Self-Directed Learning Hrs/Wk:**	3
Number of Years:	3	**Total Learning Hrs/Wk:**	9
Total Length:	30 Wks x 9 Hrs/Wk x 3 Years = 810 Hrs		
Provider Credit/Points:	76	**NQF Credits:**	33
EFTS Value:	0.633	**Full/Part Time:**	Part Time

Description

Brief Outcome:	Graduates of the Certificate in Land Search and Rescue Management (Level 5) are able to operate with a high degree of leadership and in a senior functional role (such as unit leader) within an Incident Management Team in a land search and rescue operation.
Brief Contents:	Manage risk for an outdoor recreation activity; apply concepts of basic risk management as an outdoor recreation leader; lead a group/team to achieve an objective(s); lead a group/team to achieve an objective(s) with some complexity; describe the roles and functions of a CIMS Incident Management Team (IMT) at an incident; manage the initial response period of a land search and rescue operation; manage the cessation of a land

Identity

Provider Code:	6024 Tai Poutini Polytechnic		
Qualification Code:	WC3060		
Qualification Title:	Certificate in Land Search (Level 4)		
Date Created:	04/05/2011	**Tertiary Resourcing Advisor:**	9(2)(a)

Status

Qualification Status:	Active	**First Taught Date:**	18/04/2011
EFTS Based Funding:	Approved	**Approval Date:**	28/04/2011
Student Allowances:	Not Sought	**Approval Date:**	
Student Loans:	Not Sought	**Approval Date:**	
Qualification Approval Body:	ITPQ	**Teacher Registration Board Approval:**	N/A

Duration

Tuition/Teaching (FTE) Weeks:	25	**Teaching Hrs/Wk:**	6
Vacation/Recess Weeks:	0	**Work Experience Hrs/Wk:**	0
Total Gross Weeks:	25	**Self-Directed Learning Hrs/Wk:**	2
Number of Years:	3	**Total Learning Hrs/Wk:**	8

Total Length: 25 Wks x 8 Hrs/Wk x 3 Years = 600 Hrs

Provider Credit/Points:	60	**NQF Credits:**	40
EFTS Value:	0.5	**Full/Part Time:**	Part Time

Description

Brief Outcome: Graduates of the Certificate in Land Search (Level 4) are able to perform a wide range of tasks in a variety of environments as a search team member. They will be fully responsible for their search findings and may contribute to decision making, they may also have responsibility of other search team members.

Brief Contents: Compulsory: communicate in the outdoors using two-way radio; demonstrate knowledge of the coordinated incident management system (CIMS; demonstrate basic track and clue awareness observation skills; process basic clue sites for a land search operation; apply man-tracking skills for a land search operation; use observation skills to locate objects in a

Identity

Provider Code:	6024 Tai Poutini Polytechnic		
Qualification Code:	WC3061		
Qualification Title:	Certificate in Land Rescue (Level 4)		
Date Created:	04/05/2011	**Tertiary Resourcing Advisor:**	9(2)(a)

Status

Qualification Status:	Active	**First Taught Date:**	18/04/2011
EFTS Based Funding:	Approved	**Approval Date:**	28/04/2011
Student Allowances:	Not Sought	**Approval Date:**	
Student Loans:	Not Sought	**Approval Date:**	
Qualification Approval Body:	ITPQ	**Teacher Registration Board Approval:**	N/A

Duration

Tuition/Teaching (FTE) Weeks:	25	**Teaching Hrs/Wk:**	6
Vacation/Recess Weeks:	0	**Work Experience Hrs/Wk:**	0
Total Gross Weeks:	25	**Self-Directed Learning Hrs/Wk:**	2
Number of Years:	3	**Total Learning Hrs/Wk:**	8
Total Length:	25 Wks x 8 Hrs/Wk x 3 Years = 600 Hrs		
Provider Credit/Points:	60	**NQF Credits:**	26
EFTS Value:	0.5	**Full/Part Time:**	Part Time

Description

Brief Outcome:	Graduates of the Certificate in Land Rescue (Level 4) are able to work effectively as a member of a land search and rescue team during rescue operations. All graduates are able to work safely with helicopters and perform basic rope rescue. Graduates are also able to: provide ground support to search and rescue air operations; perform the role of a helicopter crewman; or perform the role of a human sling load, as well as other elective skills in the following key areas: helicopter operations, back country rope rescue, swift water rescue and avalanche rescue.
Brief Contents:	Compulsory units: work with helicopters; employ vertical rope rescue techniques;

Identity

Provider Code:	6024 Tai Poutini Polytechnic		
Qualification Code:	WC2925		
Qualification Title:	Certificate in Emergency Management (Level 4)		
Date Created:	03/04/2007	**Tertiary Resourcing Advisor:**	9(2)(a)

Status

Qualification Status:	Active	**First Taught Date:**	08/05/2006
EFTS Based Funding:	Approved	**Approval Date:**	30/03/2007
Student Allowances:	Not Sought	**Approval Date:**	
Student Loans:	Not Sought	**Approval Date:**	
Qualification Approval Body:	Academic Board	**Teacher Registration Board Approval:**	N/A

Duration

Tuition/Teaching (FTE) Weeks:	36	**Teaching Hrs/Wk:**	10
Vacation/Recess Weeks:	0	**Work Experience Hrs/Wk:**	3
Total Gross Weeks:	36	**Self-Directed Learning Hrs/Wk:**	4
Number of Years:	1	**Total Learning Hrs/Wk:**	17

Total Length: 36 Wks x 17 Hrs/Wk x 1 Years = 612 Hrs

Provider Credit/Points:	60	**NQF Credits:**	60
EFTS Value:	0.5	**Full/Part Time:**	Part Time

Description

Brief Outcome: Gradustes of this programme are able to apply skills & knowledge to the emergency management industry using processes that will assist students in their ability to respond & manage emergency incidents. Level 4 graduates will be able to demonstrate knowledge of the role and powers of a controller, conduct operational briefings, apply leadership to emergency management situations, and apply practical emergency response and management measures.

Brief Contents: There are 27 compulsory credits at level 4. These include knowledge of the role & powers of a controller in a civil defence emergency, conducting operational briefings, leadership,

Qualification Details

Identity

Provider Code:	6024 Tai Poutini Polytechnic		
Qualification Code:	WC2887		
Qualification Title:	Certificate in Extractive Industries		
Date Created:	24/09/2001	**Tertiary Resourcing Advisor:**	9(2)(a)

Status

Qualification Status:	Active	**First Taught Date:**	05/09/2001
EFTS Based Funding:	Approved	**Approval Date:**	24/09/2001
Student Allowances:	Approved	**Approval Date:**	24/09/2001
Student Loans:	Approved	**Approval Date:**	24/09/2001
Qualification Approval Body:	ITPQ	**Teacher Registration Board Approval:**	N/A

Duration

Tuition/Teaching (FTE) Weeks:	40	**Teaching Hrs/Wk:**	22
Vacation/Recess Weeks:		**Work Experience Hrs/Wk:**	
Total Gross Weeks:	40	**Self-Directed Learning Hrs/Wk:**	8
Number of Years:	1	**Total Learning Hrs/Wk:**	30
Total Length:	40 Wks x 30 Hrs/Wk x 1 Years = 1200 Hrs		
Provider Credit/Points:	120	**NQF Credits:**	120
EFTS Value:	1	**Full/Part Time:**	Part Time

Description

Brief Outcome:	Graduates of this programme are able to apply skills and knowledge at a foundation level to their own choice of study within the extractive industries. All graduates will be able to communicate effectively and safely complete a range of tasks within their chosen field of study.
Brief Contents:	Applicants should meet the Polytechnic staff to discuss the planned content of any Certificate in Extractive Industries enrolment. This certificate programme can include units in Surface management, surface extraction, underground extraction, and civil plant management operations. Please contact the institution for further details.
Brief Assessment Mode:	Written, observation, assessment

Qualification Details

Identity

Provider Code:	6024 Tai Poutini Polytechnic		
Qualification Code:	NC1537		
Qualification Title:	National Certificate in Extractive Industries (Mining Administration Surface Extraction A Grade) (Level 5)		
Date Created:	14/10/2013	**Tertiary Resourcing Advisor:**	9(2)(a)

Status

Qualification Status:	Active	**First Taught Date:**	30/09/2013
EFTS Based Funding:	Approved	**Approval Date:**	07/10/2013
Student Allowances:	Not Sought	**Approval Date:**	
Student Loans:	Approved	**Approval Date:**	07/10/2013
Qualification Approval Body:	NZQA	**Teacher Registration Board Approval:**	N/A

Duration

Tuition/Teaching (FTE) Weeks:	32	**Teaching Hrs/Wk:**	15
Vacation/Recess Weeks:	0	**Work Experience Hrs/Wk:**	10
Total Gross Weeks:	32	**Self-Directed Learning Hrs/Wk:**	10
Number of Years:	1	**Total Learning Hrs/Wk:**	35
Total Length:	32 Wks x 35 Hrs/Wk x 1 Years = 1120 Hrs		
Provider Credit/Points:	106	**NQF Credits:**	106
EFTS Value:	0.8833	**Full/Part Time:**	Part Time

Description

Brief Outcome:

Graduates of the National Certificate in Extractive Industries (Mining Administration A Grade Surface Extraction) Level 5 are able to demonstrate knowledge and skills related to inspecting and reporting on extractive sites and operations, reviewing and implementing plans for extractives operations, planning storage of processed product, designing and maintaining stockpiles, selecting plant for excavation and transportation, rehabilitation planning; selecting crushing and screening plant, and geological features and their effects on an extraction site and the extraction methods.

Brief Contents:

Demonstrate knowledge and skills related to inspecting and reporting on extractive sites and operations; review and implement plans for extractives operations; plan storage of processed product; design and maintain stockpiles; select plant for excavation and transportation; rehabilitation planning; select crushing and screening plant; geological features and their effects on an extraction site and the extraction methods.

Qualification Details

Identity

Provider Code:	6024 Tai Poutini Polytechnic		
Qualification Code:	WC3091		
Qualification Title:	Short Award in Pendant Crane Use (Level 3)		
Date Created:	08/10/2013	**Tertiary Resourcing Advisor:**	9(2)(a)

Status

Qualification Status:	Active	**First Taught Date:**	23/09/2013
EFTS Based Funding:	Approved	**Approval Date:**	07/10/2013
Student Allowances:	Not Sought	**Approval Date:**	
Student Loans:	Not Sought	**Approval Date:**	
Qualification Approval Body:	NZQA	**Teacher Registration Board Approval:**	N/A

Duration

Tuition/Teaching (FTE) Weeks:	8	**Teaching Hrs/Wk:**	15
Vacation/Recess Weeks:	0	**Work Experience Hrs/Wk:**	4
Total Gross Weeks:	8	**Self-Directed Learning Hrs/Wk:**	5
Number of Years:	1	**Total Learning Hrs/Wk:**	24
Total Length:	8 Wks x 24 Hrs/Wk x 1 Years = 192 Hrs		
Provider Credit/Points:	21	**NQF Credits:**	21
EFTS Value:	0.175	**Full/Part Time:**	Part Time

Description

Brief Outcome:	Students completing the Short Award in Pendant Crane Use (Level 3) will be able to demonstrate knowledge of: procedures and requirements for lifting practices and overhead cranes; pendant and remote controlled cranes, monorail, suspended hoists and lifting equipment; the care and safe use of pendant and remote controlled cranes, monorail, suspended hoists and lifting equipment; to sling, lift, travel, unload or place regular loads; park crane and store equipment.
Brief Contents:	Operate a pendant controlled overhead crane and lift and place regular loads; receive instructions and communicate information in relation to BCATS projects; demonstrate knowledge of workplace health and safety requirements; write an incident report.
Brief Assessment Mode:	All assessment within this programme is competency-based. Students will achieve a

Qualification Details

Identity

Provider Code:	6024 Tai Poutini Polytechnic
Qualification Code:	NC0801
Qualification Title:	National Certificate in Occupational Health and Safety (Workplace Safety) (Level 3)
Date Created:	27/03/2007
Tertiary Resourcing Advisor:	9(2)(a)

Status

Qualification Status:	Active	**First Taught Date:**	01/04/2007
EFTS Based Funding:	Approved	**Approval Date:**	23/03/2007
Student Allowances:	Approved	**Approval Date:**	23/03/2007
Student Loans:	Approved	**Approval Date:**	23/03/2007
Qualification Approval Body:	Academic Board	**Teacher Registration Board Approval:**	N/A

Duration

Tuition/Teaching (FTE) Weeks:	15	**Teaching Hrs/Wk:**	22.5
Vacation/Recess Weeks:	2	**Work Experience Hrs/Wk:**	0
Total Gross Weeks:	17	**Self-Directed Learning Hrs/Wk:**	11.5
Number of Years:	1	**Total Learning Hrs/Wk:**	34
Total Length:	15 Wks x 34 Hrs/Wk x 1 Years = 510 Hrs		
Provider Credit/Points:	50	**NQF Credits:**	50
EFTS Value:	0.4167	**Full/Part Time:**	Part Time

Description

Brief Outcome:	Graduates of this programme are able to apply skills and knowledge of the management of occupational health and safety in a range of industry environments. They will be able to: protect health and safety in the workplace; apply safe work practices in the workplace; apply hazard identification and risk assessment procedures in the workplace; apply knowledge of both general and industry specific methodologies for managing hazards in industry environments
Brief Contents:	Hazard identification, electrical safety, hazards associated with confined spaces, hearing conservation, safe storage and handling of hazardous substances, prevention and management of OOS in the workplace, working at heights, working safely in extremes of temperature

Qualification Details

Identity

Provider Code:	6024 Tai Poutini Polytechnic		
Qualification Code:	WC3047		
Qualification Title:	Certificate in Civil, Quarrying and Mining (Introductory)		
Date Created:	14/12/2010	**Tertiary Resourcing Advisor:**	9(2)(a)

Status

Qualification Status:	Active	**First Taught Date:**	07/02/2011
EFTS Based Funding:	Approved	**Approval Date:**	01/12/2010
Student Allowances:	Approved	**Approval Date:**	01/12/2010
Student Loans:	Approved	**Approval Date:**	01/12/2010
Qualification Approval Body:	NZQA	**Teacher Registration Board Approval:**	N/A

Duration

Tuition/Teaching (FTE) Weeks:	30	**Teaching Hrs/Wk:**	26
Vacation/Recess Weeks:	0	**Work Experience Hrs/Wk:**	13
Total Gross Weeks:	30	**Self-Directed Learning Hrs/Wk:**	5
Number of Years:	1	**Total Learning Hrs/Wk:**	44

Total Length: 30 Wks x 44 Hrs/Wk x 1 Years = 1320 Hrs

Provider Credit/Points:	169	**NQF Credits:**	114
EFTS Value:	1	**Full/Part Time:**	Full Time

Description

Brief Outcome: Graduates of this programme will have the basic skills, knowledge and attitudes vital for a career in civil construction industry, quarrying or mining. They will have a variety of sought-after skills, including the safe operation and care of heavy plant, smaller plant and hand tools, care for the environment and to maintain a safe work site.

Brief Contents: Knowledge of civil construction works, operate a plate compactor, main small plant and equipment on civil contruction works, carry out manual excavation for civil construction works, maintain records, read and interpret civil construction plans, hand spread materials and assist mechanical compacting on civil construction works, first aid, health and safety, messurement, safety checks, communication, respond to fire incidents, emergency response.

Qualification Details

Identity

Provider Code:	6024 Tai Poutini Polytechnic		
Qualification Code:	WC2994		
Qualification Title:	Short Award in Lifting Loads (Level 3, 22 Credits)		
Date Created:	12/05/2009	**Tertiary Resourcing Advisor:**	9(2)(a)

Status

Qualification Status:	Active	**First Taught Date:**	01/05/2009
EFTS Based Funding:	Approved	**Approval Date:**	07/05/2009
Student Allowances:	Not Sought	**Approval Date:**	
Student Loans:	Not Sought	**Approval Date:**	
Qualification Approval Body:	ITPQ	**Teacher Registration Board Approval:**	N/A

Duration

Tuition/Teaching (FTE) Weeks:	16	**Teaching Hrs/Wk:**	11
Vacation/Recess Weeks:	0	**Work Experience Hrs/Wk:**	0
Total Gross Weeks:	16	**Self-Directed Learning Hrs/Wk:**	3
Number of Years:	1	**Total Learning Hrs/Wk:**	14
Total Length:	16 Wks x 14 Hrs/Wk x 1 Years = 224 Hrs		
Provider Credit/Points:	22	**NQF Credits:**	22
EFTS Value:	0.1833	**Full/Part Time:**	Part Time

Description

Brief Outcome:	A graduate of the Short Award in Lifting Loads (Level 3), 22 Credits will be able to inspect and evaluate lifting gear; and identify hazards; prepare and sling regular loads; and communicate during crane operations.
Brief Contents:	Sling regular loads and communicate during crane operations
Brief Assessment Mode:	All assessment within this programme is competency-based. Assessment is self-paced, in that the timing of assessment for each student is governed by the pace of the student's learning. The Assessment Calendar included in the information handed out to students is only to be used as a guideline. Summative assessment is carried out using written and practical tests. Written tests will be used to assess students are able to understand and

Appendix C: Scaffolding Maps documents

Documents provided to Deloitte by TPP Development Manager School of Minerals, Energy and Infrastructure via email on 01 March 2016

Elementary Scaffolding

	Week 0	Week 4	Week 9	Week 14	Week 19	Week 24	Weeks	TD Hrs
Enrol								
Block Course		1	1	1	1		4	160
Supervised Work Practice	5	4	4	4	4		21	840
Final Assessment						4 days	.8	32
							Totals	25.8	1032

Notes

i. 4 x 1 Week Block Courses
ii. 21 Weeks Supervised Workplace Practice is supported by TPP approved and appointed workplace trainer.
iii. 4 Day Final Practical Assessment.

Intermediate Scaffolding

	Week 0	Week 4	Week 9	Week 14	Week 19	Week 24	Weeks	TD Hrs
enrol								
Block Course		1	1				2	80
Supervised Work Practice	5	4	4				13	520
Final Assessment				1			1	40
						Totals	16	640

Notes

i. 2 x 1 Week Block Courses
ii. 13 Weeks Supervised Workplace Practice is supported by TPP approved and appointed workplace trainer.
iii. 1 Week Final Practical Assessment.

Advanced Scaffolding

	Week 0					Week 4					Week 9					Week 14					Week 19					Week 24					Weeks	TD Hrs
enrol																															
Block Course						1					1																			2	80
Supervised Work Practice	5						4					4																		13	520
Final Assessment																1														1	40
																													Totals	16	640

Notes

i. 2 x 1 Week Block Courses
ii. 13 Weeks Supervised Workplace Practice is supported by TPP approved and appointed workplace trainer.
iii. 1 week Final Practical Assessment.

Suspended Scaffolding

	Week 0	Week 4	Week 9	Week 14	Week 19	Week 24	Weeks	TD Hrs
enrol								
Block Course		1	1	1	1		4	160
Supervised Work Practice	5	4	4	4	4		21	840
Final Assessment						4 days	0.8	32
						Totals	25.8	1032

Notes

i. 4 x 1 Week Block Courses
ii. 21 Weeks Supervised Workplace Practice is supported by TPP approved and appointed workplace trainer.
iii. 4 Day Final Practical Assessment.

Appendix D: Analysis of course length

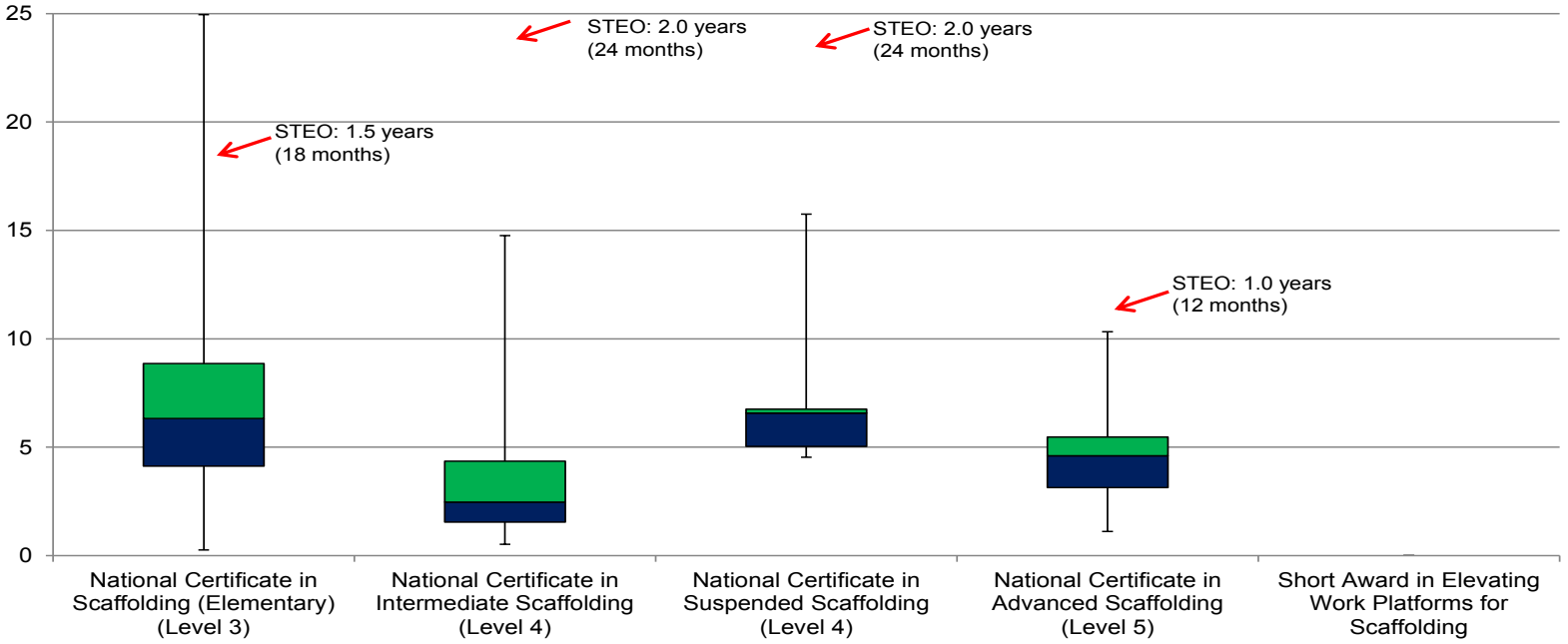
This graph shows the length of time it has taken the sample of students we have chosen to complete each of the four courses set out along the X axis. Each qualification shows the number of months it has taken students to complete the required study. This is shown in blocks of 25%. The bottom line to the bottom of the blue box is 25%; the blue box is 25%; the green box is 25% and from the top of the green box to the top line is the final 25%. We have used these graphs to calculate an average course length of each of the qualifications in question.

Compressed delivery

Our analysis – is delivery compressed?

Our preliminary findings indicate there has been significantly compressed delivery of the scaffolding programmes. At this stage our analysis covers the 15 students that had enrolment records reviewed per programme. We have used the duration from SDR start to the date when the qualification was awarded in NZQA (or last practical date). Consequently, this is the **longest** duration the student could have been enrolled in the programme.

Enrolments: Duration from SDR start date to award date (months)



Deloitte.