

Report of External Evaluation and Review

Wellcare Education Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 18 January 2012

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Location:	Level 8, 15-21 Dixon Street, Wellington
Type:	Private training establishment
First registered:	1999
Number of students:	Domestic: 363 International: nil
Number of staff:	17
Scope of active accreditation:	<ul style="list-style-type: none">• National Certificate in Community Support Services (Foundation Skills) (Level 2), now the National Certificate in Health, Disability and Aged Support (Foundation Skills) (Level 2)• National Certificate in Community Support Services (Core Competencies) (Level 3), now the National Certificate in Health, Disability and Aged Support (Core Competencies) (Level 3)• National Certificate in Community Support Services (Residential) (Level 3)• National Certificate in Community Support Services (Intellectual Disability) (Level 3)• National Certificate in Community Support Services (Human Services) (Level 3)• National Certificate in Diversional Therapy (Level 4)

- Person-centred dementia care unit standards 23920, 23921, 23922, 23923 (short course)

Sites: 15-21 Dixon Street, Wellington

35 Nile Street, Nelson

Distinctive characteristics: Wellcare Education Limited (Wellcare) trains people preparing to enter the health and disability sector or those already employed in it and wishing to gain a qualification that recognises their knowledge and skills. It also provides customised training for organisations and employers to develop their workforce and to support people with a wide range of needs. Wellcare provides a career pathway from entry-level foundation skills and training through core competencies to specialised areas such as person-centred dementia. A few learners choose to go on to higher-level education.

Wellcare trains all over New Zealand at its own sites in Nelson, Wellington, and other venues and at workplaces. Tutors (including a literacy and numeracy tutor) are based in Auckland, Whitianga/Hauraki, Rotorua, Tauranga, Waikato, Hawke's Bay, Taranaki, Palmerston North, Wellington, Nelson (and Blenheim), Christchurch, and Invercargill.

Recent significant changes: The content and name of two qualifications that Wellcare delivers have been reviewed recently. Wellcare has ensured that it has transitioned to the new qualifications as appropriate and that its resources and assessments have been updated accordingly.

Wellcare is in the process of centralising its administration in Wellington as part of a restructure, but intends to maintain an office in Nelson (one of its two listed sites and where it currently delivers training) with two key people: one a national project coordinator (a former education manager) and the other a team leader.

Previous quality assurance history: At its previous NZQA quality assurance visit, a quality audit in 2007, Wellcare met all but two of the requirements of the standard in force at the time for ongoing registration. Both requirements

not met related to governance and management: not reporting financial information to NZQA within the required timeframe. These matters have since been resolved.

Wellcare has consistently met the external moderation requirements of its relevant standard-setting bodies, the Community Support Services Industry Training Organisation (Careerforce) and NZQA.

Wellcare's accreditation and approval applications have been of consistently high quality and successfully approved without Wellcare having to reapply, as confirmed by the Service Delivery team within the Quality Assurance Division of NZQA.

Other:

In 2009, Wellcare's self-assessment led it to focus on updating resources, improving literacy and numeracy, and widening its accreditation scope to include disability and human services and assessment of learning to enable training and assessment of stakeholder assessors; in 2010, the focus was on recognition of current competencies for experienced support workers and Wellcare's restructure; and in 2011 on improving communication and support for its tutors and the educational outcomes from the National Certificate in Community Support Services (Foundation Skills) (Level 2) programme.

2. Scope of external evaluation and review

The scope of the external evaluation and review of Wellcare included the following focus areas:

- National Certificate in Community Support Services (Core Competencies) (Level 3). This qualification programme attracts the most learners and is funded through the Tertiary Education Commission (TEC) via its Student Achievement Component funding. Some learners are funded by employers and the Ministry of Social Development (MSD) to participate in this qualification. This focus area also included the programme Wellcare delivered at the request of an employer, combining the Core Competencies and Residential (National Certificate in Community Support Services (Residential) (Level 3) qualifications over 18 months. Completion of the

Core Competencies qualification is required prior to the Residential qualification, which includes person-centred dementia unit standards.

- National Certificate in Community Support Services (Foundation Skills) (Level 2). This is Wellcare's second most popular qualification programme and is funded through the employer and MSD. It includes literacy and numeracy, with some funding for literacy support from employers who may have received funding from the TEC, and Wellcare has identified that it needs to improve the programme's outcomes.

The following mandatory focus area was also included:

- Governance, management, and strategy.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

An NZQA lead evaluator and an external evaluator conducted the external evaluation. The team spent a day at Wellcare's head office in Wellington, a day at its premises in Nelson, and a half-day back in Wellington. The evaluators met with the general manager human resource management, the national education manager, academic manager, education coordinators, a national project coordinator and team leader, tutors, trainees, employees, a residential care manager, and an MSD manager. The evaluation team also contacted managers of stakeholder organisations such as Healthcare of NZ Ltd, NZCare, and Pasifika Integrated Health Care, as well as a rest home clinical manager and Careerforce personnel.

Documents and information sighted included: self-assessment information; trainee evaluations, summaries, conclusions, and suggested actions; course lists and results data; TEC data; resources and assessments; governance and management documents such as head of agreement schedules and contracts; minutes and reports; organisational structure charts; and newsletters.

Wellcare Education Limited has had an opportunity to comment on the accuracy of this report, and its submissions have been fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Wellcare Education Limited**. The key reasons for this are:

- A high proportion of learners complete their level 3 programmes – which include some level 4 unit standards – and qualifications, notably the National Certificate in Community Support Services (Core Competencies). They exceed TEC expectations for Wellcare and the national median for all private training establishments. For example, 88 per cent of enrolled learners completed their programmes and 89 per cent achieved the level 3 qualifications with some level 4 unit standards in 2009 when the national median were 74 and 71 per cent. In 2010, 85 per cent completed their programmes and 77 per cent achieved the qualification when the national medians were 81 and 75 per cent respectively. Directly relevant to its health and disability services sector, Wellcare's data compares very favourably with the Careerforce industry training organisation level 3 programme completion rates of 21 and 27 per cent in 2009 and 2010 respectively.
- Wellcare was aware of the reason for the lower level 3 completion and achievement rates in 2010. In 2009, 89 per cent course completions were achieved with an extended core competencies programme that included two additional unit standards to meet residential facilities' contractual requirements. In 2010 the programme was extended and the delivery time doubled at the request of a major stakeholder so that the course did not finish until 2011. The extended programme included the two Core Competencies and Residential level 3 qualifications. This created a dip in course completions in 2010. Qualification completion rates are expected to rise again in 2011.
- A lower proportion of learners complete the National Certificate in Community Support Services (Foundation Skills) (Level 2) than the level 3 qualification. Wellcare indicative data from 2009 to 2011 suggests a range of 11-78 per cent qualifications completions according to the cohort, year, and location: South Island or North Island. Most cohorts with larger numbers completing, especially in the South Island, are at the high end of the range. Wellcare is addressing how it records and measures completions where learners take longer than might be expected and there are variations in achievement.
- The proportion of learners who complete their programmes and qualifications at level 2, let alone go on to level 3, depends on employer support and the availability of suitable funding. Over the past year, one stakeholder has had 100 learners complete Foundation Skills (Level 2) and

progress to completing the Core Competencies (Level 3) qualification. Wellcare has prioritised working with employers to improve level 2 outcomes for 2011.

- In 2010, Wellcare developed a recognition of current competencies process for those employees with recognised qualifications (not necessarily in the sector), who had at least two years' workplace experience and had completed prescribed in-service training. This process was supported by the employer, partially funded by Careerforce and Te Pou (the funding arm of the Ministry of Health), and enabled over 100 people to achieve the Core Competencies with their credits and qualifications which were registered by Careerforce.
- Learners include 11 per cent Māori in 2009 and 2010 and 20 and 13 per cent Pasifika in 2009 and 2010 respectively. Māori and Pasifika learners achieve at similar rates to non-Māori and non-Pasifika, and above the TEC benchmarks. All learners gain knowledge and skills and cognitive abilities which equip them to better support people and keep them safe in a health or disability service. Personal and social outcomes for learners, many of whom have never previously attained a formal qualification in their lives, include a growth in confidence in themselves, an enhanced sense of well-being, and an increased ability to help others. Their support of others benefits their local, regional, and national communities and their immediate and extended families. Their learning and achievement open up or confirm career opportunities, provide or support their employment, and enable promotion and salary increases. A few learners choose to go on to higher-level education such as a national diploma or degree in nursing. These outcomes were evidenced from Wellcare's self-assessment including evaluations, and the EER team's interviews of learners, tutors, and other stakeholders.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Wellcare Education Limited**. The key reasons for this are:

- Wellcare has a number of sources of quality information which it uses to make improvements. These include the organisation's own achievement data as well as those of external agencies such as the TEC. From this information Wellcare is working with employers to improve programme and qualification outcomes at level 2. Changes intended to achieve this have included simplifying and clarifying enrolment processes, tutor obligations, withdrawals, reassessment, and reporting requirements.
- Self-assessment information also includes evaluations completed by trainees, tutors, and stakeholders. These are summarised, analysed, and discussed by Wellcare and have contributed to worthwhile improvements. Formal survey questions are evaluative and provide valuable information,

indicating satisfaction at over 85 per cent for 2010. Information is gathered not just at the end but also mid-way through a programme so that changes can be made earlier. Tutor feedback includes regular tutor teleconferences and peer observations as well as formal appraisals.

- Wellcare also obtains ongoing feedback from stakeholders during training, at the end of it, and up to four months after formal trainees have graduated. Its support of trainees and graduates within and sometimes beyond this timeframe is appreciated by some rest homes which are happy to let Wellcare support their trainees even after graduation, although others prefer to manage such matters in their role as employers.
- Wellcare receives considerable informal as well as formal feedback from stakeholders such as residential and home care providers, Healthcare of NZ Ltd, and government agencies such as MSD. Wellcare does not capture and record this valuable informal information. It is considering the use of focus groups which would also further enhance the quality of the information Wellcare uses.
- Wellcare's self-assessment is generally effective and includes reviews of its operations along with comprehensive, ongoing reviews of its programmes. Recent programme reviews have included the programmes agreed as focus areas for this external evaluation, as well as the strengths and weaknesses of the programme delivered over 18 months compared with nine months, which will inform future delivery. Wellcare's self-assessment should be able to confirm whether recent literacy and numeracy initiatives benefit learners.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Learners complete their courses and qualifications at level 2 and some go on and achieve level 3 qualifications depending on what is required for their employment. Some of these learners are funded by employers, others by MSD. Most successful learners enter level 3 with the support of their employer or MSD, which provides a funding pathway to enter at level 2 and progress to level 3 and complete their qualification.

The National Certificate in Community Support Services (Foundation Skills) (Level 2) gives trainees who are either in part-time or full-time employment or aspiring to work in the health and disability services sector, sound knowledge and some useful basic skills. The proportion of learners who complete their level 2 courses and qualifications is lower compared with the National Certificate in Community Support Services (Core Competencies) (Level 3). Wellcare indicative data suggests a range of 11-78 per cent level 2 qualification completions over 2009-2011 according to the cohort, year, and location: South Island or North Island. South Island qualification completions significantly exceed North Island completions. Most cohorts with larger numbers completing, especially in the South Island, are at the high end of the range. Instances of lower completions in 2009 and 2011 are the consequence of learners either taking more time to complete than the period for which the results were taken, or of learners who have recently enrolled and not had time to complete. Wellcare is addressing this and variations in achievement. Wellcare has prioritised working with employers to improve level 2 outcomes for 2011.

In 2009, 88 per cent of Wellcare learners completed their level 3 courses. The TEC national median for all private training establishments was 74 per cent. In 2010, 85 per cent completed their courses and the national median was 81 per cent, but Wellcare's lower completion rate relative to the improved national median was due to the core competencies and the residential programme being joined together and doubling the length of the programme at a major client's request so that the course did not finish until 2011. Course completions are expected to rise again in 2011. The retention rate for 2009 was 74 per cent, which was above the national median of 66 per cent. In 2010 this rate had improved to 81 per cent, while the median was 69 per cent.

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

Most learners who complete their programmes achieve their qualifications. For example, 89 per cent achieved level 3 qualifications in 2009 when the national median was 71 per cent. In 2010, 77 per cent achieved the qualification against a national median of 75 per cent, but the lower qualification rate was for the same reason as above. Wellcare expects qualification completion rates to rise again in 2011, given its intention not to repeat such a customisation.

Achievement of qualifications at level 3 is significant. From 2005 to 2008 Wellcare's qualification completions ranged from 65 per cent to 92 per cent. A significant proportion of Wellcare learners are over 40 years of age and have never previously achieved a national qualification. Learners observed that there was a significant difference in the degree of challenge and difficulty between levels 2 and 3. Wellcare is committed to increasing the participation and completion rates of Māori and Pasifika trainees. Learners included 11 per cent Māori in 2009 and 2010, although 20 per cent Pasifika in 2009 fell to 13 per cent in 2010, partly as a consequence of fewer or smaller contracts. Māori and Pasifika learners achieve at similar rates to non-Māori and non-Pasifika. For example, in 2009 Māori and Pasifika learners at level 3 with some level 4 unit standards had programme completions of 87 per cent and qualification completions of 89 per cent, compared with 88 and 89 per cent respectively for all learners.

Wellcare has a number of sources of information, which it uses to make improvements. These include achievement data. From this information Wellcare has identified the reasons for lower programme and qualification completion rates at level 2 in 2010 and has begun working with employers to improve level 2 outcomes from 2011.

Evaluations completed by trainees and tutors during, at the end, and after completion of the programme, and by stakeholders are summarised, analysed, and discussed by Wellcare and used to make worthwhile improvements. For example, prior to the lower results at level 2 in 2010, Wellcare had simplified the enrolment process and clarified tutor obligations to learners and the process with regard to areas such as withdrawals and reassessment and reporting requirements. This is an ongoing process.

More recently, Wellcare has been working with employers to ensure that learners enrolled in Foundation Skills will complete their programme within a 12-month period. Where learners are employed casually, the employer may not choose to enrol these people in the full programme in the future but provide an alternative non-qualification-based orientation programme. Wellcare is working with employers to find an appropriate solution.

These initiatives and the data they provide should help learners at all levels, give Wellcare a clear picture of completions, and support better progressions rates, although it is still too early to confirm their success.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The value of the outcomes for Wellcare learners is that their learning and achievement open up or confirm career opportunities, provide or support their employment, and enable promotion and salary increases. A few learners choose to go on to higher-level education, such as a national diploma or degree in nursing. Such outcomes contribute to improving the delivery of health and disability services at local, regional, and national levels and support the objectives of Wellcare and its key stakeholders' commitment to improving the delivery of health and disability services throughout Aotearoa/New Zealand.

Wellcare training includes courses customised to the needs of its learners and stakeholders, such as residential and home care providers, rest home employers and funders such as Healthcare of NZ Ltd, and government agencies such as MSD. For example, in 2010 Wellcare delivered a short course on person-centred dementia. Such specialised training was appreciated by learners and stakeholders alike. It related to not only the relevant unit standards, but also to level 3 and 4 residential and non-residential care qualifications. Rest home clinical management feedback obtained by the evaluation team said the programme could have been broader, wider, and longer, but appreciated that it was constrained by the requirements of the unit standards, qualification and time restrictions, and employee availability within the industry. This has led in one case to delivery in-house in partnership with a Wellcare tutor.

Learners gain knowledge and skills and cognitive abilities (including learning how to learn and self-manage) which learners interviewed by the EER team confirmed. These skills equip them to better support people and keep them safe in a health or disability service. Personal and social outcomes for learners, many of whom have never previously attained a formal qualification, include a growth in confidence in themselves, an enhanced sense of well-being, and an increased ability to help others. Their commitment and dedication to supporting others benefits their local, regional, and national communities as well as their immediate and extended families. This includes Māori and Pasifika who benefit from the knowledge and skills learnt which include diet, food handling, and other communal activities.

Wellcare obtains ongoing feedback from stakeholders during training (when staff visit trainees who are working part-time or full-time), and up to at least four months after formal training has been completed. Wellcare's support of trainees and graduates within and sometimes beyond this timeframe is appreciated by some rest homes that leave ongoing support to Wellcare, although others prefer to manage their graduate employees in their role as employers.

Wellcare receives considerable informal as well as formal feedback from its stakeholders. It does not currently capture and record this valuable informal

information. Wellcare is considering the use of focus groups, which would enhance the quality of the information it gathers.

The answers to evaluative survey questions completed during, at the end of, and after training by trainees and tutors indicate high satisfaction with the training (over 85 per cent in 2010), and also help identify areas for improvement, several of which have been implemented. Trainees and stakeholders, such as rest home managers and MSD, compared the thoroughness and value of the Wellcare training positively with other training providers.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Wellcare matches the needs of its learners and other stakeholders. This includes ensuring that the career and employment aspirations and abilities of potential trainees are genuine and appropriate and enable them to succeed. Wellcare screens and selects potential trainees to ensure they are suitable and will deliver health and disability services effectively in the interests of the people they are caring for as well as the clients, employers, agencies, and the learners themselves. This includes working with MSD and their potential clients and carrying out police and reference checks for MSD and other parties, such as prospective employers.

Once learners embark on their study, Wellcare ensures that no learner slips behind by providing ongoing tutor support at all times and identifying, following up, and encouraging all successful trainees to continue on to further higher study. Aware of the importance of foundation skills and the desirability of trainees progressing to core competencies at level 3, Wellcare has identified how it might achieve this, including how it could work with employers to improve outcomes at level 2.

Recent literacy and numeracy initiatives have helped ensure that tutors have strategies, including using the TEC literacy progressions tool, to enable them to support learners who have literacy and numeracy challenges and other barriers to learning. Given the low uptake of desktop technology provided on site, Wellcare has purchased netbooks which are used for the TEC literacy assessment process. Wellcare has also recognised and begun to address the needs of learners who have English language difficulties, based on its awareness that literacy and numeracy challenges and solutions are similar, but also in some respects different, for learners for whom English is not their first language.

Wellcare has contributed to the development of new qualifications by Careerforce, and has updated and improved its resources. Learners and other stakeholders, including rest home managers and MSD, confirmed Wellcare feedback on the user-friendliness of their workbooks and assessment materials. Simple initiatives, such as providing glossaries, functional rather than simply decorative illustrations, and

using white space to break up text and indicate the expected length of responses to questions, have helped improve the workbooks and assessment materials. The development and use of graphic character figures is in its early stages, but again is intended to help make resources accessible and to enhance learning. Wellcare is also considering further development of e-learning possibilities.

Learners and stakeholders view the integration of practical and theoretical learning as highly effective. Wellcare includes a cultural dimension in its training, which helps ensure that all trainees and graduates respect and address the needs of Māori and Pasifika clients as well as those from other cultures. It also trains Māori and Pasifika learners and meets their needs in health and disability services knowledge and skills. A large Pasifika-focused organisation was very positive about the quality of the Wellcare tutors and the training outcomes achieved, including relating theory to practice and the achievement of national certificates. This organisation and Wellcare work together closely in partnership with regard to attendance, attitudes, and practical supervision. Wellcare is committed to increasing the participation and completion rates of Māori and Pasifika trainees. Its Māori participation rates were 11 per cent in 2009 and 2011, while Pasifika participation rates fell from 20 per cent in 2009 to 13 per cent in 2010 as the consequence of fewer or smaller contract(s).

In 2010 Wellcare developed a recognition of current competencies process for those employees with recognised qualifications (not necessarily in the sector), who had at least two years' workplace experience and had completed prescribed in-service training. This process was supported by the employer, partially funded by Careerforce and Te Pou, and enabled over 100 people to achieve the Core Competencies with their credits and qualifications which were registered by Careerforce.

Wellcare has improved its evaluation survey questions and evaluative practices so that the information obtained, including about how well it addresses the needs of learners and stakeholders, is as valuable as it can be. This has included engaging trainees and employers during the delivery phase of programmes so that changes can be made before the programme has finished. Wellcare is also considering developing learner focus groups. The evaluation team's experience in talking to trainees and other stakeholders suggests that this would add considerable value to Wellcare's self-assessment. So too will its review of a programme usually delivered over nine months compared with 18 months. This will enable it to better advise future clients based on recent experience of this programme. Again, Wellcare does not capture and record valuable informal or anecdotal feedback, which would strengthen Wellcare's understanding of its own performance with regard to how well it is matching the needs of learners and other stakeholders.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Wellcare uses achievement data as an indicator of tutor effectiveness. The course and qualification completions indicate that Wellcare's teaching is effective. The programme and qualification completion rates for foundation skills at level 2 are lower than for core competencies at level 3. There are influencing factors other than the effectiveness of the teaching, such as the management of the programme by employers, and Wellcare has particularly focused on improving completions through working with employers. The dip in results for level 3 core competencies in 2010 reflects the length of the course at a client's request, rather than the effectiveness of the teaching, and Wellcare's review of the 18-month compared with the nine-month programme suggests that the longer programme made it more difficult for teachers to keep learners engaged.

Tutors are experienced in health and disability services and are developing their knowledge and expertise in adult teaching and learning, assessment and moderation, and literacy and numeracy through professional development and gaining related qualifications. Some tutors are still developing their experience and confidence in using the TEC literacy and numeracy measurement tool and strategies. Increasing involvement and participation of staff in moderation, the use of a moderation handbook, and representation at Careerforce moderation meetings throughout the country is benefitting the quality and consistency of assessment materials and assessment practice. Trainees and tutors confirmed the appropriate use of oral as well as written assessment and reassessment. The workbook and assessment resources are accessible and improving all the time, but trainees continue to find questions which need to be clarified and changed. This seems to apply to most resources and assessments and is a recurring theme in the feedback given to Wellcare and the evaluation team.

Tutors share their responsibility for effective teaching and other responsibilities with management and feel valued by governance and management and their learners. Learners enjoy the interactive nature of their learning and how tutors and learners relate to each other and how the learning activities and resources engage them in their learning. High mutual trust and high accountability are observed. Tutors are collegial and supported by monthly North and South Island and combined regular teleconferences with an agenda, nominated topics, and detailed minutes, enabling the tutors – who typically work on their own – to discuss and share their pedagogy. This helps them to maintain consistency of practice, stay up to date, discuss data, and contribute to ongoing improvements.

Evaluations and direct oral feedback are sought from trainees, tutors, and stakeholders mid-course, end of course, and post-course. These provide valuable feedback on the effectiveness of the teaching, based on responses to evaluative questions. Capturing informal feedback, developing the formal use of peer observations wherever possible, and the further development of the appraisal

system would contribute to continuous, ongoing improvements and innovations in the effectiveness of the teaching.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Wellcare provides excellent support to its learners by the provision of initial information. Initial screening and selection ensure that trainees are suitable, highly motivated, genuinely committed to employment and a career in providing health and disability services, have a positive attitude to learning, and are capable of achieving success.

Learners were most impressed with the small class numbers and the one-to-one support by the tutors. This included regular checking of progress and updating of individual learning plans as appropriate and clarifying ongoing expectations and requirements with regard to workbooks, assignments, presentations, assessments and assessment questions, feedback where they did not achieve the first time, and reassessments. Learners commented on how they were able to apply their knowledge and skills in real workplace settings; how tutors visited them there and observed, verified, and assessed their learning practice and progress; and how feedback from stakeholders such as employers, managers, and MSD was also taken into account. They also commented on how they were supported with any barriers to learning, such as dyslexia, literacy and numeracy, and limited English language ability. Learners also commented that tutors were not only available in class once a week but also before and after class and by phone or email any time learners needed help.

Learners compared their Wellcare experience with school very favourably, to the extent that their friends also became interested. Learners were surprised at how much they learned, how well they managed to do so given their other commitments, and their development of real trust and respect for the dignity of others. Some learners saw their learning and achievement as life-changing.

Learners fully appreciated the help and support of MSD in following up attendance jointly with Wellcare and for the opportunity to be able to progress from levels 1 and 2 to level 3 funded by MSD. Graduates and rest homes appreciated how Wellcare carried out police and reference checks for MSD and other parties, such as prospective employers. Such support of trainees and graduates – even after graduation – was appreciated by some rest homes that were happy to leave ongoing support to Wellcare, although others preferred to deal with all such matters in their role as employers.

Trainee, tutor, and stakeholder evaluations carried out mid-course, end of course, and post-course give valuable evaluative feedback on how well learners are guided

and supported. Trainees appreciate the ongoing support they receive from tutors and their availability outside regular teaching and learning hours. Trainees, tutors, and stakeholders also give direct oral feedback – evidence of the positive relationship between Wellcare and its clients. Wellcare showed its responsiveness to feedback and learners, including the support it gave to trainees or graduates who occasionally needed help with attendance or drug or alcohol issues.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Healthcare of NZ Ltd provides a wide range of health and disability-based services. It bought Wellcare in 2005 to give it the capacity to provide health and disability education and training. Wellcare's purpose and direction are clear and shared by governance and management and tutors and staff who feel valued and supported and participate in self-assessment. It is committed to improving the delivery of health and disability services throughout Aotearoa/New Zealand and is very aware of the importance of its programmes and activities, its tutors and staff, and the trainees and graduates who will enable this goal to be achieved.

Wellcare has a clear understanding of its sector and the issues that stakeholders and trainees alike face. Wellcare and its governance and management are a kind of hub reliant upon and supported by several different clients, funders, and agencies. It supports and works with Healthcare of NZ Ltd and Careerforce and many providers of health and disability services. It also operates in a competitive user-pays environment where providers of health and disability services commonly use both their own funding and other funding which they can access through the likes of Health providers, Careerforce, and Te Pou.

Wellcare's recent restructure, which will be completed by the end of 2011, is the result of thoughtful self-assessment and one part of an integrated plan intended to meet client needs most effectively while being as responsive, flexible, and cost-effective as possible. It is too early to know how successful the changes will be, but the evaluation team is confident that Wellcare will robustly evaluate the impact and results of its restructure and make any necessary changes.

Wellcare has anticipated and responded to change positively. Governance and management and staff have made several improvements. These have included supporting recently reviewed national qualifications and updating the programmes, resources, and assessments to deliver them. Wellcare's focused programme reviews are vital if it is to successfully address the difference in course and qualification completions and achievement at level 2 compared with level 3. So too is its success working with employers, especially at level 2. It could also consider further developing its use of technology in its delivery of training. The evaluation team noted that by mid-2012 Wellcare plans to develop online access and a

communication portal, such as Moodle, for tutors and learners to post information related to programmes.

Wellcare supports professional development in adult teaching and learning and research where practicable. Recruitment and development of staff is effective, although more development can be done in this area with adult teaching and learning, literacy and numeracy, English language, and assessment and moderation in addition to health and disability services and tutor qualifications.

Governance and management are at the heart of the development of Wellcare's self-assessment, which is generally effective and includes periodic reviews of its operations along with comprehensive, ongoing reviews of its programmes. Self-assessment still shows signs of being in transition from a compliance approach (in a sector which has a strong compliance context) to an evaluative one. The quality of the data Wellcare is obtaining is improving all the time and its self-assessment has become more systematic so that it can increasingly use it to make further ongoing and continuous improvements in addition to the several useful improvements already made. Such developments will help Wellcare achieve its goal to improve the quality of delivery of health and disability services in New Zealand.

Focus Areas

2.1 Focus area: Governance, management, and strategy

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

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

2.2 Focus area: National Certificate in Community Support Services (Core Competencies) (Level 3)

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

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

2.3 Focus area: National Certificate in Community Support Services (Foundation Skills) (Level 2)

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

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

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the policies and criteria approved by the NZQA Board.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eeer/introduction/>.

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