

# Report of External Evaluation and Review

Wellcare Education Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 8 July 2015

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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

Name of TEO:	Wellcare Education Limited
Type:	Private training establishment (PTE)
First registered:	30 July 1999
Location:	Wellington
Delivery sites:	Christchurch, Auckland, Hamilton, Levin, Palmerston North, Kapiti, Nelson, Dunedin
Courses currently delivered:	<ul style="list-style-type: none"><li>• National Certificate in Health Disability and Aged Support (Core Competencies) (Level 3)</li><li>• National Certificate in Health Disability and Aged Support (Intellectual Disability) (Level 3)</li><li>• National Certificate in Health Disability and Aged Support (Foundation Skills)</li><li>• National Certificate in Community Support Services (Residential) (Level 3)</li><li>• National Certificate in Diversional Therapy</li></ul>
Code of Practice signatory:	N/A
Number of students:	Domestic: 527, with the largest cohort of students aged 25 plus and mainly female.
Number of staff:	10 full-time staff (two vacancies) Seven part-time staff (three vacancies)

Scope of active accreditation:

- National Certificate in Community Support Services (Human Services) (Level 3)
- National Certificate in Community Support Services (Intellectual Disability) (Level 3)
- National Certificate in Community Support Services (Residential) (Level 3)
- National Certificate in Diversional Therapy (Level 4)
- National Certificate in Health, Disability and Aged Support (Core Competencies) (Level 3)
- National Certificate in Health, Disability and Aged Support (Foundation Skills) (Level 2)
- National Certificate in Human Services (Level 4)
- National Certificate in Support of the Older Person (Level 3) with strands in Community, and Residential (Level 3)

Distinctive characteristics:

Wellcare Education Limited (Wellcare) is part of Healthcare of New Zealand Holdings Limited (HHL Group), which is the parent company of Healthcare of New Zealand, Healthcare Rehabilitation, as well as joint ventures Freedom Medical Alarms and Pharmacy 547. Wellcare is responsible to a (HHL Group) group general manager. This position in turn reports to the chief financial officer of the whole of HHL.

Wellcare works in partnership with the New Zealand health and community sector to develop a skilled workforce that delivers quality service and outcomes to clients of those services. Primarily, Wellcare provides workplace-based training for people already working within community-based services for health, older people, disability, mental health, rehabilitation or aged residential care.

Wellcare trains country-wide. Auckland and Christchurch are the biggest market for learners, and the Auckland office has the largest cohort of Māori and Pasifika students.

Recent significant changes: In the last two years, Wellcare has had a significant restructure and has seen significant changes, both in teaching staff and in the leadership team, which has led to a new management structure with substantial staff and committee changes. These include: a new Wellcare manager role, an additional team leader role and an administration and compliance leader. Significantly, the responsibilities of the academic manager role have been replaced by an academic committee which involves the full leadership team. Much has been accomplished in the short time since the restructure, with modifications still to be developed and embedded.

Wellcare has had confirmation of Student Achievement Component funding for an additional qualification (National Certificate in Health Disability and Aged Support ((Intellectual Disability) based on learner demand for progression.

Previous quality assurance history: The previous external evaluation and review (EER) of Wellcare Education was conducted in 2011. NZQA was Highly Confident in Wellcare Education's educational performance and Confident in its capability in self-assessment.

An annual NZQA validation visit in February 2013 resulted in six requirements for action from NZQA. The requirements were completed in September 2013.

National external moderation requirements for assessments against two Core Skills standards managed by NZQA were not met for 2014. Modification to the materials was required and an action plan for improvements was accepted by NZQA in April 2014.

External moderation requirements for the industry training organisation, Careerforce, have been met over the last four years apart from one unit standard requiring modifications in 2014.

Other: Wellcare has been an active participant in the Careerforce-led health and community sector Targeted Review of Qualifications, and has

engaged with a wide range of employers through participation in working parties developing new qualifications.

## 2. Scope of external evaluation and review

The lead evaluator made a scoping visit to Wellcare and held a discussion with the academic manager. Following the discussion and a review of the documentation provided by Wellcare, the following focus areas were identified for inclusion in the EER:

- Governance, management and strategy

In accordance with NZQA policy, this is a mandatory focus area.

- National Certificate in Health, Disability and Aged Support (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 to participate in this qualification.

- National Certificate in Health Disability and Aged Support (Intellectual Disability) (Level 3)

This is a qualification Wellcare has increasingly been delivering, for which it was successful in gaining Student Achievement Component funding in 2014. There are growing enrolments in this qualification across the sector, with quite a few stakeholders involved. Wellcare also delivers some other accredited programmes to very small numbers of learners.

## 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

A team of two evaluators visited Wellcare for three days – two days at the Wellington office and a day at the Christchurch site.

The lead evaluator also visited the Auckland site later in the week to meet with the facilitator and coordinator, and also met with one graduate and had telephone discussions with three others. During the visit the team met with the Wellcare (people and performance team) chief financial officer, the group general manager,

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organisational development manager, learning and development manager, learning and development advisor, four team leaders, four facilitators, three coordinators, administrators, learners and graduates from several sites. A video-conference call was also organised with Careerforce programme development and moderation staff.

In addition, following the EER the evaluators spoke by telephone to another facilitator at another site and several more stakeholders in the Auckland area. A wide range of documents, records and other resources were sighted and reviewed during the EER visit at each site.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Wellcare Education Limited**.

The reasons for this judgement are as follows:

- Wellcare level 3 course completions have remained fairly consistent over the last three years although the outcomes were below the national sub-sector median for private training establishments for the 2011-2014 years and below Wellcare's own target of 85 per cent. Qualification completions in 2013 and 2014 dropped significantly due to learners not completing within the allotted time allocation. Noted risk areas around leadership, staffing, support within the PTE, and new data processes have also in part contributed to the drop in qualification completion rates.
- A good proportion of learners complete their level 3 programmes (which include some level 4 unit standards) and gain qualifications, notably the National Certificate in Health, Disability and Aged Support (Core Competencies) (Level 3). A large percentage (80 per cent) pathway to the level 3 specialised programme or higher-level study, and an improvement in employment status is noted. Evidence was heard of many being interested in continuing on to a level 4 funded programme if it was available.
- Wellcare notes that Māori and Pasifika learners achieve at rates consistent with their peers and have remained a consistent proportion by percentage of the Wellcare learner demographic, although no data was presented around this. The newly established Māori and Pasifika tutor portfolio has links to guidelines on working with Māori and Pasifika learners, although the use of and outcomes from these have yet to be reviewed and analysed.
- Learners of varied academic ability and educational backgrounds are supported well by staff to develop an extensive knowledge base around the core competencies of community support service. This is done via a variety of initiatives to support learner engagement and success, with most continuing on to further training pathways in the field.
- Learners at Wellcare are employed in the industry and are acquiring highly relevant skills and knowledge of the theory and applications underpinning their support roles within their on-job training. Successful outcomes of the training are seen not only in terms of achieving competence in the programme but also in learners' improved confidence to deal with their working relationship and support of their clients.
- One of Wellcare's key strengths is engagement with all stakeholders where the employers and governing bodies value the training highly for its



relevance and currency and contribution to a skilled workforce. Evidence was heard of the responsiveness of Wellcare, with the training programme being adjusted as required to reflect latest trends, and training being altered to match the needs of the learners, in particular their employment roles, for example ventilator support or taped instructions, to better meet the needs of the client.

- Staff are distributed across several sites across New Zealand, and as a result of the restructure there is evidence of a more 'across-site' systematic approach to capturing and reviewing information beginning to be established to ensure consistency of learning.

The new management team is committed to developing and embedding strong processes to support educational performance. There was some good evidence showing the establishment of some key initiatives likely to benefit learners well (for example, learner-centred staff portfolios, developments in numeracy and literacy) though they are still works in progress and their full benefits are still to be realised.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Wellcare Education Limited**.

The reasons for this judgement are as follows:

- Wellcare has recently restructured, having reviewed all aspects of operations as a result of a detected risk to the management of the organisation around information-sharing and communication. The process has been well managed and staff were well supported, and the impact on internal and external stakeholders has been minimal. Positive outcomes from the restructure include a revised self-assessment framework that shows a systematic and logical approach to educational performance, a new student management system and database, and a realignment of staff to best fit their skills base.
- Key developments from the reorganisation include a project to improve data integrity and staff capability with the ongoing implementation of an online student administration system and the development of a more systematic approach to capturing information for improving and reviewing teaching and learner achievement, both of which are still works in progress.
- Wellcare is developing a collection of data and is starting to develop good self-assessment capability for analysing data to enable effective self-assessment to take place, but at present the new database is not used fully to inform the organisation's understanding of the data. Examples include:

- There is no internal or external comparison of outcomes with providers with similar programmes being undertaken or comparisons made across time or between sites.
- Pathway information is being collected but there is little qualitative analysis to understand students' progression over time.
- Satisfaction data and learner feedback is collected from graduates and current learners, but no full analysis has been completed to ascertain any trends relative to teaching practice, resourcing or graduate outcomes or to track trends over time such as the growth in demand for specific courses within and across workplaces or the need for support for a particular workplace.
- Achievement trends are not currently collated and analysed across courses, facilitators, cohorts, or ethnic groups

Staff and management work closely with individual learners, employers and stakeholders, and there are some very good tools supporting strong needs analysis and stakeholder responsiveness. Wellcare has a solid understanding of educational performance at this level, but needs to further analyse data and understand educational performance at individual programme, site and organisational level. The leadership team agreed with the evaluators that further analysis of existing data would enable Wellcare to better understand the outcomes of the training and to plan for future growth.

# Findings<sup>1</sup>

## 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 **Adequate**.

Wellcare course completion rates have remained fairly consistent over the last three years (2012, 2013, 2014), although they are below the sub-sector median each year and below Wellcare's own target of 85 per cent mainly due to learners taking longer to complete the qualification.

Over the last four years an average of 77 per cent of learners completed their level 3 programmes and gained qualifications (notably the National Certificate in Health, Disability and Aged Support (Core Competencies). A large percentage of learners pathway to the level 3 specialised programme or higher-level study (80 per cent), and evidence was heard of improved employment status and of learners being interested in continuing on to a level 4 funded programme if it was available.

Qualification completion rates for the level 3 programme were consistent for the 2011 and 2012 years and were above sub-sector medians but dropped significantly in 2013 and 2014 as a result of learners taking longer to complete the qualification. Staff member inadequacies and inconsistencies around reporting (since rectified) also contributed to the drop in completion rates (see Table 1).

Year	Course completion	Qualification completion	Retained in study
2011	72% (86%)*	82% (80%)*	80%
2012	81% (85%)*	84% (82%)*	75%
2013	79% (85%)*	61% (80%)*	80%
2014	78%	70%	Not yet available

\* Sub-sector median

Evidence of the review of and focus on at-risk or over-duration learners as a result of the drop in completions is found in the detailed monitoring sheets of each learner and the monthly feedback progress reports to stakeholders.

Stakeholders confirm that trainees are acquiring relevant skills and knowledge of the theory and discipline underpinning their practical tasks and their on-job training. Both

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

employers and learners value the transferable skills and confidence learners have gained and which are noted as important in their day-to-day work.

Wellcare also manages Pasifika learner outcomes at an individual level carefully with Pasifika Integrated Health Care group, taking an overview of outcomes and particular notice of any need for change in delivery or support. However, no disaggregated data for Māori or Pasifika learners has been created, reviewed or analysed.

Pasifika Integrated Health Care remained a key partner with Wellcare in 2013 and 2014 to support their teams to achieve the National Certificate in Health, Disability and Aged Support (Core Competencies). In 2013 and 2014, Pasifika learners in these programmes were not achieving as well as previous years, and while over 80 per cent of learners did achieve the qualification in 2013, this took longer than usual due to some lack of on-job support and several facilitator changes. The 2014 intake of learners has mostly completed the qualification and, although Wellcare had been working with Pasifika Integrated Health Care providing training and support to upskill the staff to address training issues and had formed a connection with a literacy agency to provide support, some have continuations to complete. In 2015 the contract was cancelled as a result of funding issues.

Wellcare monitors the progress of the learners closely and manages individual outcome information well. The PTE has evidence of good rates of achievement for 2014, although not significantly higher than for 2013. Successful outcomes of the training are seen not only in terms of achieving competence in the programme but also in trainees' improved confidence to deal with their working relationship and support of their clients.

Wellcare has significantly improved its capability to collate and monitor trainee achievement and course evaluation data, and its current focus for development is on overall completions and the demographics around these. Achievement trends are not, for example, currently collated and analysed across courses, facilitators, cohorts, ethnic groups, or workplaces to enable the PTE to track trends over time, such as the growth in demand for specific courses within and across workplaces or the need for support for a particular workplace.

No internal benchmarking analysis of any of the data collected against any formally established expectations is in place, and very little external comparison with providers with similar programmes is occurring.

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

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

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

The value of the training provided at Wellcare is recognised by stakeholders, graduates and the industry training organisation Careerforce for the relevance and currency of the skills learnt by students and the impact of the learning on the well-being of the students and their clients. Stakeholders are getting better-quality workers as staff are better able to participate and contribute to the well-being of clients, resulting in their improved quality of care and support as a result of the knowledge and skills gained. This was evident from stakeholder, learner and graduate feedback.

Wellcare observed an emerging trend of feedback from facilitators and stakeholders, indicating the following valued outcomes: learners moving on to higher study, progressing in their careers, families positively impacted by a parent achieving academically, and improved outcomes for people being supported by learners as carers in the community. This evidence is now captured or measured by repeat or increased numbers of learners from provider organisations indicating a positive culture around workplace education, and also in case study examples seen by the evaluators. Wellcare has also had confirmation of Student Achievement Component funding for an additional qualification which stems from identified learner demand for progression to further study.

Learners acquire useful skills and knowledge and use these skills immediately in the workplace. Their personal and work outcomes include a growth in confidence as many have never previously attained a formal qualification.

Learners and graduates interviewed for this evaluation found excellent value in their learning and noted an enhanced sense of well-being from the increased knowledge around their ability to help others. They were able to articulate very clearly how the learning has improved their ability to change their practice and make a better experience/quality of life for their clients. Examples include a shift in their way of working, for example better client advocacy; the learners also note that they now apply the rights of the person to the client. As a result of their learning, learners are now using the Code of Rights (for health and disability consumers) as a mantra and a standard that they measure themselves against, making it a living document through their comprehension and understanding.

The value of the outcomes for Wellcare learners is that their learning and achievement confirm career opportunities, provide and support their employment, and enable promotion and salary increases, with some moving to team leader or team manager roles at their place of employment. A few learners choose to go on to higher-level education, such as a national diploma or degree in nursing. Their learning has shown them evidence of their ability to further educate themselves, as

evidenced by them wanting a level 4 programme or going on to enrol in the Diversional Therapy or Intellectual Disability programmes.

The learners say there is strong value in the learning, as shown by the confidence and pride in their learning assisting them in their ability to participate in meetings and presenting to audiences. They also gain the ability to discuss their learning with their employers and guide and realign some of the processes in their workplace.

Wellcare is committed to a more systematic approach to self-assessment, as at present information on destinations, progressions and the impact of the training in terms of met needs is not collectively analysed to present a full picture of valued outcomes. Wellcare does not survey employers but intends implementing a graduate survey to increase its understanding of graduate outcomes.

Nevertheless, Wellcare has close links to all its stakeholders, engages closely with individual employers, and tracks individual graduate outcomes (although data is not collated and analysed across cohorts or sites). This information shows that Wellcare is producing graduates who are making valuable contributions to society, and in particular contributing to community welfare.

### 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 **Good**.

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

There is strong evidence that Wellcare is highly effective in matching the needs of learners, the community, employers and other stakeholders with regard to the programmes offered, but the activities within the programme are not proving to be relevant or effective, as evidenced by the lower completion rates and extensions to completions.

Wellcare undertook an active review of the delivery and assessment of its core programme at level 2 to better meet the needs and objectives of the stakeholders and to more clearly focus on stakeholder needs, with the outcomes being stakeholders requiring a level 3 programme. Wellcare also offered a level 3 programme with specialties, and now in response to sector demand there are qualifications in the new suite at level 4 and above which will enable greater learner progression than previously.

As a provider delivering training to a large proportion of health support and community welfare facilities nationwide, Wellcare has been active participants in the Careerforce-led health and community sector Targeted Review of Qualifications, and has engaged with a wide range of employers through participation in working parties developing new qualifications. Wellcare's contribution to industry

development and the development of higher level programmes is welcomed by Careerforce.

Many stakeholders have partnered with Wellcare to develop integrated assessment tools to meet the requirements of their workforce, such as the level 3 Portfolio Assignment which enables learners to gather naturally occurring evidence while in the workplace. This is done via recognition of current competency and then consolidating the knowledge and the rest of the programme to 12 weeks instead of 30 weeks, which saves time and allows the learners to complete the programme earlier.

Self-directed learning and support is offered to make training exciting and straightforward, and Wellcare now also offers Diversional Therapy which has attracted learners from previous programmes who wanted to progress to further study, suggesting satisfaction with the programmes previously offered.

Mid-course and end-course evaluations are regularly undertaken with differing results. Management was not sure that the right questions were being asked, so changes have been made to the questioning technique. As a result, learner focus groups have been set up to learn what is working and what is not, to enable Wellcare to make changes. This is a relatively new initiative and so far has brought in some good results from feedback. The team is going to monitor the results of these to see whether they lead to changes in educational performance and can have some influence on learners completing on time.

#### 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**.

Learners benefit from highly effective teaching and assessment practices from dedicated facilitators that are varied and appropriate to the course content and their learning needs. Facilitators are well supported with resources for learning and use Careerforce tools and resources. Facilitators shape the delivery to learner needs and examples given include a learner with a ventilator client, or a learner with a client with no oral language and therefore changes needed in the learning practice.

On reviewing their teaching, facilitators have noted the need to work with the learners to have them unlearn their customary behaviours with clients and then to teach them the accepted practices of the sector. The evaluators heard comprehensive evidence and explanations of this along with the realisation and acceptance by learners of the need for changing behaviours.

The facilitators offer an appropriate mix of theory and practical training in the three off-job workshops to ensure learners are able to complete their learning during their on-job work, which they do. Wellcare facilitators work in partnership with employers to ensure that learners undertake their workplace learning with the

ability to apply their learning in real-life situations, as evidenced from stakeholder and learner feedback. In addition to specialist care theory and practical knowledge, special attention is paid to the development of a client-focused approach to learning demonstrated by the learners' awareness of the Code of Rights. This ensures they give their clients choices and the advocacy role relevant to their clients.

Most of Wellcare's team managers and facilitators are well qualified in their field or in adult teaching, or in literacy and numeracy, but not all are qualified in all. All tutors are registered Careerforce assessors with most having a background in health or community services. Professional development is well supported and undertaken by all staff, and it is expected that all Wellcare facilitators ensure knowledge and experience is current best practice.

The annual hui, first organised by management in 2012, made a significant difference to the communication and connection between all the Wellcare team where knowledge and good practice is often shared via a microteaching activity whereby facilitators would give a short presentation on a topic they previously had no knowledge on before researching the presentation. This was so their research in advance of the topic would provide insights into a new area of knowledge and would also give them specific feedback on their presentation skills. The hui has been noted as a good initiative for facilitators through the support they offer each other with their teaching and professional development, and the development and sharing of resources.

Staff portfolios were introduced in 2014 and current portfolio holders presented their learning journey at the hui in 2015 to keep up to date with their speciality portfolios. The facilitators feel supported and excited in their role to enhance their portfolio and develop their own knowledge of teaching and learning. Portfolios are tendered for and are intended to be used as a growth tool rather than starting from a strong knowledge base, to ensure knowledge is grown and shared. Outcomes from the portfolio initiative are yet to be determined.

From 2014, the use of the Literacy and Numeracy Assessment Tool for Adults was added to TEC funding conditions. In 2013, Wellcare had less than 25 per cent compliance with assessments, but in 2014 this increased to over half; Wellcare has now begun to collect data for 2015 for later analysis. All teaching staff attend literacy-specific professional development annually, although they note the need for more time with this learning. The National Certificate in Adult Literacy Education is not yet held by all facilitators. Wellcare's policy commitment is to 100 per cent of learners gaining the qualification by the end of 2015, but evidence shows that internal targets are not being met.

Another current management-led focus for professional development yet to be fully established is a review of teaching practice to take account of the needs of Māori and Pasifika learners. At present, a facilitator holds the Māori and Pasifika learners portfolio and recently presented at the 2015 Hui Te Wiki O Te Reo Māori challenge and has put resources online for facilitators to draw on, although this is a new initiative and requires further growth, support, review and analysis.

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Peer observations and the new learner focus groups have supplanted team manager observations as the PTE recognised that the forms used and information given was of little value to the facilitators, and has found during the focus group trial that feedback is more relevant and valuable, but this is yet to be tested and analysed fully.

Assessment and internal moderation practices are good and provide assurance of the validity of learner outcomes. Wellcare met all industry training organisation moderation in 2011, 2012 and 2013, but did not meet all moderation requirements for 2014, with some modifications being required. Regional moderation is undertaken internally via two regional moderation hui per year, ensuring a valuable check of consistency. The national moderator portfolio is with a facilitator to build skill and capability within the Wellcare team.

## 1.5 How well are learners guided and supported?

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

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

Wellcare team managers and facilitators provide individual guidance and support for all learners within a supportive, sensitive and structured environment to ensure the well-being of the learner (and their client) is being addressed along with their educational achievement. At one time, Wellcare worked with learners within their stakeholder organisations, but found this did not work well for learning, so moved to train mostly at Wellcare premises only.

Active monitoring of learner progress has meant that facilitators feel more confident in supporting learners to achieve successful outcomes. The monthly reports from the facilitators to the learners and the stakeholder learner progress reports give comprehensive, straightforward and critical feedback on their achievement and performance for the month, noting particular areas needing improvement or support. This contributes to learner enthusiasm for further learning and achievement, and to the stakeholder impetus for the Wellcare provision of learning.

In 2014, Wellcare began publishing more information online to support learners with their decision to enrol. This has resulted in increased demand from the general public, indicating that this information has been well received. Once applications are received, initial phone calls are made to the learner to set the scene and to introduce the programme. An initial assessment of literacy may lead to formal testing and referral to specialist training which is yet to be formalised.

Numeracy and literacy is an area in development for the organisation, with testing just beginning to be completed on the level 3 learners. At present, Wellcare works with an external literacy language and numeracy provider, Literacy Aotearoa, and the PTE hopes to formalise this arrangement soon. The focus going forward should be on identifying what tools are specifically relevant to Wellcare learners, who are identified as having lower levels of literacy and numeracy historically.

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Learners say they are pleased with upfront information received and note the informative handbook (updated as a result of previous learner feedback) and excellent relevant and up-to-date resources available for their learning. The stakeholder employers involved in the evaluation acknowledged the support for different learning styles and the facilitators' genuine awareness of individual differences.

Late in 2014, Wellcare initiated a trial of learner focus groups by an independent team member, enabling evaluative conversations as a way to capture more robust feedback. In part, this was to ascertain that appropriate guidance and support is being provided. Learners in the trial report that they feel well guided and supported when learning with Wellcare. Evidence from the focus groups suggests that this is primarily due to the supportive relationships formed by the facilitators.

Wellcare is generally effective in gathering information and using its knowledge about the industry to meet the well-being needs of the learners, although at present it is too soon for the impact of some of the very many recent improvements to be evaluated. There could be opportunities to develop a greater understanding of the culture and learning needs of Māori and Pasifika learners for whom English is a second language, to better target their guidance and support needs.

## 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**.

Wellcare governance and management is delivered within the bigger structure, with prudent awareness around the day-to-day associations within the sector through the larger organisation giving supported autonomy to the Wellcare team.

As a result of the significant drop in qualification completions noted in 2013 and 2014, and the pressing need to restructure, Wellcare reviewed its leadership and management of core quality and compliance activities. The review brought about considerable changes in management, leadership and strategic staff.

Care has been taken with the recent restructure and it has been managed well. Wellcare responded strategically to a past risk aspect that allowed one person to have all the influence and knowledge, and there are now comprehensive team engagement processes enhancing the knowledge capacity across the organisation. The formation of an administration and compliance leader and an academic committee involving the full leadership team and the new team strategy to improve learner engagement has increased communication and support for facilitators and learners. The new database and student management system help to ensure information is shared, although information management has been a challenge for Wellcare. However, significant gains have been made in improving this, including a

better data submission process and a learner update report for facilitators and team leaders to enable discussion around teaching and learning.

Staff are well supported with good teaching resources and open communication channels including teleconferences, team leader discussions and fortnightly catch-ups. Professional development is well supported with the annual hui and portfolio provision and adoption. Management has been generally supportive of portfolio holders and their outcomes and, as noted earlier, commitment to upskilling staff in literacy and numeracy is an area in development for the organisation.

The review has provided Wellcare with an opportunity for improving its educational performance and self-assessment capability. This has led to a move to improve data collection and integrity around learner achievement and completion, reduce the risk of information limitation, more systematic approaches to tracking and reviewing information, and better collection of information around graduate outcomes. There are indications that the strategies to improve data integrity are beginning to have a positive impact on submission of data to management for review and data on regular learner outcome reporting to assist facilitators' confidence in supporting learners.

Engagement with stakeholders is at a high level and is a key strength of the programme and the teaching staff, and contributes to Wellcare being able to perform well because of the changes made to the delivery of content to match the needs overall and within specialist areas as a result of their input. As part of a larger healthcare organisation, Wellcare understands industry and its needs and also works with and has the confidence of Careerforce. It has identified the need to adopt a more systematic approach to capturing and reviewing the information from stakeholders and reviewed their process for learner feedback in the form of focus groups to ensure ongoing good training, support and performance.

Self-assessment is purposeful and generally effective, although it is too soon for the impact of some recent improvements to be evaluated. A deeper understanding of educational performance and the identification of further worthwhile improvements could be achieved through better data integrity and from greater analysis of achievement data and stakeholder feedback.

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

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

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

### 2.2 Focus area: National Certificate in Health Disability and Aged Support (Core Competencies) (Level 3)

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

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

### 2.3 Focus area: National Certificate in Community Support Services (Intellectual Disability) (Level 3)

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

Recommendations arising from the external evaluation and review include:

- Continue developing the self-assessment of achievement and outcomes information, including analysing information by courses, facilitators, different learner/regional cohorts and for different ethnic groups.
- Develop internal benchmarking analysis of the data collected against any formally established expectations, and using external comparisons note trends of providers with similar programmes.
- Continue to work towards embedding literacy and numeracy processes, developing a consistent approach to the identifying, use and monitoring of tools specifically relevant to Wellcare learners, and formalising relationships with external support providers accessible to all learners.
- Ensure staff gain literacy and numeracy adult teaching qualifications.
- Monitor the effectiveness of facilitator portfolios on improving qualification completions.
- Monitor the effectiveness of the new process of focus group feedback on improving qualification completions.
- Capture and disaggregate Māori and Pasifika learners' achievement rates and assess whether the portfolio guidelines on working with Māori and Pasifika learners and their use and any outcomes from these are reviewed and analysed.

# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

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

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.*

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

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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