



# Report of External Evaluation and Review

JTP Consultants Ltd  
T/A Te Kohitanga Training

Date of report: 13 July 2010

# Contents

Purpose of this Report.....	3
Brief description of TEO .....	3
Executive Summary .....	4
Basis for External Evaluation and Review .....	5
Findings .....	6
Part 1: Answers to Key Evaluation Questions across the organisation .....	7
Part 2: Performance in focus areas .....	13
Actions Required and Recommendations.....	14

MoE Number: 8329  
NZQA Reference: C01433  
Date of EER visit: 28 and 29 April 2010

# 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.*

## Brief description of TEO

Location: 28 Francis St, Manurewa, Auckland

Type: Private Training Establishment (PTE)

Size: Currently 10 Youth Training and 49 Training Opportunities (TOPs) equivalent full-time students (EFTS)

Sites: As above plus 20 Otara Road, Otara

Te Kotahitanga Training is a Māori-owned and operated private training establishment registered and accredited with the New Zealand Qualifications Authority (NZQA) to provide education and training programmes in a small number of specialist areas.

In May 2007 JTP Consultants Limited purchased the training arm of Te Kotahitanga Kokiri Inc in Manurewa. In recognition of the foresight and efforts of local kaumātua and kuia who established the organisation in 1986, JTP Consultants Limited created the trading name Te Kotahitanga Training.

As a Māori kaupapa learning environment, Te Kotahitanga Training is committed to ensuring that its activities, values, and guiding principles encompass the principles of Te Tiriti o Waitangi.

# Executive Summary

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **JTP Consultants Ltd, trading as Te Kotahitanga Training**.

The data collected by JTP from 2006 to 2009 shows that on average youth and mature students achieve double the minimum of 20 credits set by the Tertiary Education Commission (TEC). The data also shows that, on average, 75 per cent of students achieve a positive labour market outcome (LMO), which is well above the 60 per cent target set by TEC.

The organisation has set up a student support structure that is appropriate to the needs of its students and removes barriers to achieving their goals successfully.

The organisation has a long history of involvement in its community and is valued for the positive contribution it makes.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **JTP Consultants Ltd, trading as Te Kotahitanga Training**.

The organisation has established a highly reflective organisational culture. All staff are involved in reviewing the purpose and direction of the training and how it is meeting its stakeholder needs. Staff also have plenty of opportunities for reflection on their role, which benefits students through improved teaching techniques and comprehensive student support.

The organisation records and analyses information on students' progress and achievement on a fortnightly basis. Information is used to assist students into employment or further training, as well as to inform course content and delivery.

Examples of changes resulting from the organisation's self-assessment processes are the negotiation with TEC to lengthen the Nga Timatanga Hou pathways to employment programme to motivate students to complete the programmes and enable them to achieve a meaningful number of credits which would in turn assist them into employment.

# 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 TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITPQuality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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](http://www.nzqa.govt.nz)).*

# Findings

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

*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/for-providers/keydocs/index.html>*

## Outline of scope

The agreed scope of the external evaluation and review of Te Kotahitanga Training included the following focus areas.

- Governance, management, and strategy

This is a mandatory focus area.

- Hairdressing

This course is based at Manurewa, covering both Youth Training and Training Opportunities (TOPs) students.

- Nga Timatanga Hou

This course is based at Otara. The organisation's self-assessment report identified some issues with credit achievement in this programme. This focus area was included at the suggestion of the organisation.

# Part 1: Answers to Key Evaluation Questions across the organisation

*This section provides a picture of the TEO's performance in terms of the outcomes achieved and the key contributing processes. Performance judgements are based on the answers to key evaluation questions across the focus areas sampled. This section also provides a judgement about the extent to which the organisation uses self-assessment information to understand its own performance and bring about improvements, i.e. capability in self-assessment.*

## 1.1 How well do learners achieve?

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

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

### Context

Te Kotahitanga Training trains and assesses students for unit standards towards the National Certificate in Employment (Levels 2 and 3), the National Certificate in Salon Support, the National Certificate in Business Administration (Level 2), the National Certificate in Road Transport (Introductory Skills) and theory and practical for Class 2 and 4 (commercial road transport) driver licences. Additionally, the organisation integrates the theory for the car driver licence into the Nga Timatanga Hou programme as an option. Success is measured by occupancy levels on the courses, the number of credits students gain, social outcomes for students and the number of students who achieve a positive labour market outcome (LMO) by gaining employment or entering further education or training.

### Explanation

The data collected by Te Kotahitanga Training from 2006-2009 shows that on average youth and mature students achieve nearly double the minimum of 20 credits set by the Tertiary Education Commission (TEC). The data also shows that during this period between 60 and 80 per cent of students achieved a positive LMO, which is well above the 60 per cent target set by TEC. Although there is no TEC benchmarking data available, Te Kotahitanga Training is able to compare its performance with other Māori providers in the region through its involvement with the Association of Māori Private Training Establishments (AMPTE).

Te Kotahitanga Training has created a culture and philosophy of high expectation (for example of achievement, punctuality, presentation, behaviour) of students, staff, and management. Students are aware of these expectations from the day they first enter the organisation and that every aspect of Te Kotahitanga Training is focused on helping them to meet these expectations.

In 2009 review discussions led Te Kotahitanga Training to question why the Nga Timatanga Hou programme was achieving consistently lower results than other programmes. This questioning led to several conclusions, one involving the students' motivation. Students were enrolling onto the programme to achieve their driver licence and then withdrawing. This meant that while the provider could achieve occupancy

requirements easily enough (as demand for licences was high) there was less motivation to remain on the programme and therefore the organisation was not achieving sufficient credit results to satisfy TEC's requirements.

This early withdrawal also affected the LMO results which led to discussion around motivating students to remain on the programme longer to achieve better outcomes. Strategies for achieving these aims were identified and included in the organisation's 2010 action plan. Results to date indicate that the strategies have led to a longer-term focus by students.

Regular recording, reporting, and analysis of achievement rates in addition to student evaluations and feedback from industry training organisations and other providers such as Manukau Institute of Technology and TEC have contributed to the ongoing improvement in achievement rates. Aware of the challenges faced by students with limited literacy, numeracy, and/or language skills, Te Kotahitanga Training has embedded literacy and numeracy into all of its programmes.

In addition to obtaining new knowledge and skills and achieving unit standards, awards, and qualifications, students and tutors reported to the external evaluation and review team that students improved their employability, confidence, and attitudes.

## 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 **Excellent**.

### **Context**

The value of Te Kotahitanga Training's outcomes derives from its contribution to Maori achievement. For instance:

- the number of graduates who gain employment or engage with further education or training
- the acquisition of useful skills, knowledge, and attitudes which lead to improved well-being and enhance students' abilities
- the organisation's contribution to its community.

### **Explanation**

Students complete satisfaction surveys regularly and these show a consistently high level of satisfaction across all courses. A selection of students was interviewed at this evaluation and they confirmed their satisfaction with the quality of delivery and the value of their experience to date. Of particular significance to students was the quality of tutorial staff and the flexibility of Te Kotahitanga Training's approach.

The number of graduates who gain employment or engage with further education or training is greater than TEC requirements and continues to increase. There was clear



evidence that the provider had identified and successfully used pathways from its programmes to other providers.

As a Māori kaupapa learning environment, Te Kotahitanga Training is committed to ensuring that its activities, values, and guiding principles encompass the principles of Te Tiriti o Waitangi and its educational kaupapa. These principles are:

- **Matauranga** – to provide quality education and training
- **Oranga** – to provide opportunities for individual growth using a holistic approach to achieve empowerment
- **Tipuranga** – to provide quality education which caters to the changing needs and aspirations of Māori, other cultures, and internal and external stakeholders
- **Whakawhanaungatanga** – to validate organisational activities/decisions through individual and collaborative, internal and external stakeholder engagement.

The evaluation team in the course of the review noted that student, staff, and management behaviour was consistent with this kaupapa.

It was evident that the organisation had strong relationships with agencies such as Work and Income NZ (WINZ); other providers such as AMPTE members, TeWānanga o Aotearoa, Manukau Institute of Technology (MIT); a small network of employers; and community organisations such as Manurewa Marae and Tamaki ki Raro.

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

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

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

#### **Context**

Te Kotahitanga Training made a philosophical decision to offer free programmes, which means the programmes are targeted to a specific client group. The organisation has a significant history of provision and community involvement in Manurewa where the target market is located. Kaupapa Māori teaching and learning practices are evident as is the provision of learning and pastoral support for students. One programme, Te Tīmatanga Hou, was changed in consultation and agreement with TEC following identification that it was not meeting the learning needs of students.

#### **Explanation**

The teaching and learning practice of Te Kotahitanga Training follows a kaupapa that is focused on high expectations. Te Kotahitanga Training strongly believes that providing an environment where high expectations are set and communicated enables and fosters student achievement. One innovative way that Te Kotahitanga Training facilitates these high expectations was in its satellite provision of a Te Wānanga o Aotearoa programme, First Steps to Business. This programme was explicitly identified as sitting alongside the

hairdressing programme as a way of stimulating students to consider thinking of moving beyond the practice of hairdressing to the idea of owning and operating their own hairdressing salon.

Te Kotahitanga Training continually monitors both occupancy (attendance) and outcomes (achievement) and demonstrated clear and focused understanding of the target market (Māori).

Te Kotahitanga Training has a good network of relationships with other providers, within both Manurewa and the surrounding South Auckland environs. Interviews with other Māori providers identified Te Kotahitanga Training's long history and local community involvement. These other providers also spoke of how they advised their students to pathway into programmes offered by Te Kotahitanga Training. Additionally, staff spoke of working hard to establish relationships with other providers (including MIT) and organisations (including WINZ) to ensure students were placed appropriately and according to their learning needs and aspirations.

There was evidence of the organisation working to make programme changes as required by external bodies. For example, numerous changes were made to meet the requirements of the Hairdressing Industry Training Organisation, and the programme tutor also spoke of industry feedback such as including retail in the programme.

Students interviewed gave examples of how the teaching staff worked to make the learning relevant to their day-to-day lives. For example, there was an opportunity for students to attain their driver licence, as it was embedded in the Nga Timatanga Hou programme, and literacy and numeracy were taught in ways that they understood.

#### 1.4 How effective is the teaching?

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

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

##### **Context**

Te Kotahitanga Training has a range of systems in place to monitor teaching effectiveness. Student surveys and evaluations indicate high levels of satisfaction with the content of the course. Staff are enthusiastic about their roles and contribution to the teaching and learning environment. Staff are appropriately qualified and have both individual and organisational opportunities to plan for and participate in professional development.

##### **Explanation**

Te Kotahitanga Training has a range of systems/initiatives in place designed to monitor teaching and learning. These include both verbal and written feedback to students about their work to assist them in their learning. One of these initiatives, "highs and lows" reporting (on a minimum monthly basis) on each programme, allows both staff and students to track student progress and provides regular reporting on teaching and learning issues from staff perspectives. Staff indicated that they used the highs and lows reports to show individual students how they were progressing in their programmes. Students are

encouraged to reflect on what they have learnt in class as well as to keep track of their own academic progress. Kaupapa Māori teaching practices (including tuakana/teina) are utilised.

Regular staff meetings are held where staff are encouraged to discuss and reflect on their teaching practice. The highs and lows reports were also used by staff as reflective tools. There is regular tracking of student progress, from recruitment to completion. The close monitoring of student progress – through results and attendance – was also noted as an indicator of teaching effectiveness. Involvement in professional development at a group level was focused on meeting student learning needs and industry and/or programme upskilling. An annual review of teaching practice is done at the end of the teaching year. The purpose of the review is to reflect on teaching against programme and organisational objectives and to plan for the following year.

Students interviewed indicated strong levels of satisfaction with the course content and teaching methods. They noted that staff were responsive to concerns or issues raised and that staff had high expectations of them as students.

## 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 **Good**.

### **Context**

Te Kotahitanga Training has a strong investment in and emphasis on student support. Staff engage in regular professional development focused on supporting the learning needs of students. Student support was identified as a critical area for the organisation. Students are supported into further learning pathways in and out of the organisation.

### **Explanation**

There are clear processes in place to guide and support students through their learning while at Te Kotahitanga Training. Students are interviewed prior to acceptance on programmes and assessed against organisational values and practice. Nga Timatanga Hou implements a trial process for prospective students so that they are well informed of organisational and staff expectations of them following the formal acceptance and enrolment process.

Staff regularly undertake professional development focused on better understanding and providing for the learning needs of students. In recent years this has focused on literacy and numeracy. Literacy and numeracy support for students is also embedded in teaching practice.

Te Kotahitanga Training reviewed its staffing structure in 2009 to ensure it was able to offer the best learning support for students and help them improve their well-being and success in gaining employment. A new position, student support in literacy and numeracy, was created and a person was appointed beginning 2010 to work across both sites of the organisation. At the time of the evaluation visit it was too early to determine the impact of this position on student achievement.

Te Kotahitanga Training has a range of processes and systems in place with which to assess student learning needs. These include: the highs and lows report, regular staff meetings, regular and informal contact between staff and students, and regular monitoring of attendance and achievement, both by individual staff and at an organisational level.

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

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

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

### **Context**

Te Kotahitanga Training is a privately owned and operated Māori training provider with an unmistakable kaupapa. The organisation has effective systems for monitoring student achievement, and support staff to improve educational achievements. Effective resourcing is provided for all courses, and repairs and maintenance of resources is well budgeted for. Management encourages high-performing staff and has appropriate reward systems that contribute to lifting educational achievement.

### **Explanation**

Te Kotahitanga Training is strongly kaupapa-driven with a transformational leadership style. Staff were unanimously supportive of their leadership and described the organisation's systems as "awesome and straightforward". The organisation has a "review week" in September of each year when students are on holiday. All staff attend and review a number of areas: the organisation's strategy and goals (annual and long term); the quality management system; programme performance; professional development; and an action plan for the following year.

The organisation encourages opportunities for reflection on its role and how better to meet stakeholder needs. This has led to a highly reflective environment and culture at Te Kotahitanga Training which is focused on responding well to the needs of students.

The organisation has, over time, employed and retained a very competent, well-qualified, and dedicated group of staff. Staff said they enjoyed the environment of high expectations. They agreed that they worked hard but were rewarded well and felt valued. Despite believing that staff should be intrinsically motivated by student achievement, the chief executive has this year introduced a staff bonus scheme linked to student achievement and outcomes. The introduction of the scheme has been much appreciated by staff and has led to a keen focus on learner achievement and outcomes.

Monitoring of performance at all levels of the organisation is regular, transparent, and open. It was evident that the monitoring of performance, while often challenging, is always supportive and focused on improvement.

## Part 2: Performance in focus areas

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

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

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

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

### 2.2 Focus area: Hairdressing

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

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

### 2.3 Focus area: Nga Timatanga Hou

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

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

# Actions Required and Recommendations

## Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

## Recommendations

There are no recommendations arising from the external evaluation and review.

NZQA

Ph 0800 697 296

E [eeradmin@nzqa.govt.nz](mailto:eeradmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)