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# External Evaluation and Review Report

JTP Consultants Ltd trading as Te  
Kotahitanga Training

Date of report: 18 January 2023

# About JTP Consultants Limited

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*Te Kotahitanga Training is a Māori-owned and operated private training establishment. As a kaupapa Māori 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.*

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Type of organisation:	Private training establishment (PTE)
Location:	28 Frances Street, Manurewa, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 508 International: nil
Number of staff:	Four
TEO profile:	See <a href="#">JTP Consultants Ltd t/a Te Kotahitanga Training</a> on the NZQA website.  The core purpose of Te Kotahitanga Training (TKT) is to help 'bridge the educational gaps' experienced by many people who at the time of enrolment are disadvantaged in the employment market in some way.  TKT focuses on tertiary education programmes that provide a pathway for unemployed people into employment and/or further education and training.
Last EER outcome:	The previous external evaluation and review held in July 2018 resulted in Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	Commercial Road Transport
MoE number:	8329
NZQA reference:	C52385
Dates of EER visit:	28 and 29 July 2022

# Summary of results

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*There is good evidence that Te Kotahitanga Training is delivering quality education and training, and that capability in self-assessment going forward will develop the organisation further. Te Kotahitanga Training has strong achievement, and the outcomes are highly valued by learners, graduates and industry.*

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## **Highly Confident in educational performance**

- Te Kotahitanga Training (TKT) has high course completions and positive feedback from learners, graduates and industry. The value of the outcomes for the learners is evident in the PTE's long-term relationship with industry.
- Learners and graduates in the programme highly value the tutors for their approach to teaching and learning, their guidance and their manaaki (care) of them.

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

- The programme and delivery are regularly reviewed by management and tutors, and this information is used to make changes to teaching practices if necessary.
- TKT has responded well to the disruption of Covid. The traffic light system of Covid had a big impact on TKT which had to make the necessary changes for the continuing delivery of the programme. During this period, the institution put the wellbeing of staff and learners at the forefront.
- Employers value the programme because they have graduates who have the skills and basic, practical knowledge to start a career in the trucking industry.
- Learner achievement is a priority for management because they see the intrinsic value for learners, who gain self-confidence, self-esteem and employment.
- Both learners and graduates said the tutors go out of their way to ensure the learners understand the requirements of the course.

# Key evaluation question findings<sup>1</sup>

1.1 How well do students achieve?

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The organisation is very focused on learner achievement. Learners are achieving excellent results and are acquiring valuable and meaningful skills and knowledge, as supported by analysis of feedback from learners, graduates and employers. Almost all learners on the TKT Commercial Road Transport course successfully complete the programme. Even with this high level of achievement, TKT goes to some effort to understand why a small number of learners have not yet achieved. The PTE has put in place strategies to remove any potential barriers for these learners. All but a few on the course are Māori or Pasifika.</p> <p>Employers are recruiting TKT's graduates because they are local, well trained and qualified in their new role. Employers are sending their internal staff to TKT for further training, due to the quality of the programme and the delivery method. Employers value the programme and hold TKT in high esteem.</p> <p>Feedback from employers is positive and supportive because they are satisfied with the skills and knowledge the graduates bring to their employment. However, their views are not formally captured. Most feedback is captured informally through the manager engaging in industry meetings, workshops and career functions organised by Work and Income.</p> <p>Learners not only gain a tohu at the end of the course, but their confidence, self-esteem, self-worth and cultural awareness are acknowledged by management, tutors and stakeholders. The inclusive learning environment that TKT naturally demonstrates is a reflection of their values: te kotahitanga, tino rangatiratanga, te tapu o te tangata, tuakana-teina and</p>

<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.

	<p>manaakitanga. TKT is to be commended for 'living' their values on a day-to-day basis, and this is acknowledged by the learners and graduates.</p> <p>The manager of TKT uses her industry connections to find employment for the graduates. This is part of the TKT pastoral and learner support strategy.</p> <p>Outcomes are valuable for learners because obtaining their commercial driver's licence and gaining employment provides financial stability, security and wellbeing for themselves and their whānau.</p> <p>There is very good follow-up with graduates, and this is evident from the number of graduates enrolling in other licences to gain additional qualifications which leads to further employment opportunities.</p> <p>TKT has developed and embedded an effective system for monitoring learner achievement and for supporting staff to improve outcomes. Administration and management systems and procedures are well established.</p> <p>The PTE is well equipped with the physical and learning resources for the current course it offers.</p>
Conclusion:	TKT provides a programme that is valued by learners who are seeking employment in the transport industry. Employers verify that they are satisfied with the driving skills and knowledge the graduates bring to their place of employment. Graduates have stated that obtaining their class licence provides financial stability, security and mental wellbeing for themselves and their whānau.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	Learners are made aware of the contents of the programme during the pre-enrolment interview. Their goals and support needs are identified during this process, which leads to specific learning and pastoral care support if required.

	<p>The programme is regularly reviewed and updated to meet the existing and emerging needs of learners and stakeholders. This keeps the programme current.</p> <p>The programme is delivered face-to-face. During the Covid lockdown the organisation tried to deliver online, but this method of delivery did not work for TKT because of identified learning barriers. Despite their efforts to continue providing learning online, the length of the lockdowns and restrictions imposed by Waka Kotahi meant the programme could only be delivered partially until such time as lockdowns were lifted and Waka Kotahi reopened for licensing.</p> <p>TKT has a numeracy/literacy strategy in place. A large number of learners come to the programme with limited to no literacy or numeracy skills and English as their second language. Both learners and graduates praise the tutors for their skills, knowledge and patience in teaching those with a language barrier.</p> <p>Learners have stated that their learning activities are interesting and relevant to their programme and there are resources available for their use.</p> <p>Many of the assessments are conducted in a group situation or individually, depending on what the learner prefers. Learners are provided with an opportunity to give feedback via a survey or orally, and this enables TKT to evaluate the programme and make changes where necessary.</p> <p>Learners and graduates value their tutors and appreciate their guidance and manaaki. The learners reported that the support they received contributed to their ongoing engagement, participation and achievement. As one learner said, ‘... I now know I am not dumb. I just learn differently. They helped me to see the real me’.</p> <p>For the learners and graduates, TKT is not only a place where they can achieve academically. It is also a place that nurtures growth in confidence and cultural identity. Learners and graduates have affirmed that being Māori, Pasifika or Pākehā is normal, and what koha you bring as a learner with a different cultural background is valued by TKT.</p> <p>The inclusive style of delivery appeals to learners because they are treated as individuals while at the same time nurtured in</p>
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	<p>relationship-based ways to support their growth and development as future citizens of Aotearoa New Zealand.</p> <p>TKT is to be commended for the remarkable pastoral care support provided to the learners. Many learners who come to TKT have many barriers to learning. These barriers are often mitigated by the tutors. Learners and graduates have said that the tutors have often gone out of their way to ensure learners are in the 'right space' for learning.</p>
Conclusion:	<p>TKT is providing a programme that meets the needs of learners, graduates and industry. The learning activities and assessments are well designed to meet learner outcomes, and this is evidenced through the high number of graduates who achieve their qualification. The programme has a unique quality in that it is steeped in kaupapa Māori values.</p>

#### 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The tutors provide the primary academic learning support and pastoral care for the learner, and are skilled relationship managers. Learners and graduates are provided with relevant strategies for learning and studying, and how to manage assessments throughout their learning journey at TKT.</p> <p>Class sizes facilitate inclusive learning environments. TKT teaches small groups of learners (most classes are around 10 to 12 learners) which enables them to have a good understanding of both learner progress and learning barriers, and to provide individual support when needed. Many of the learners are second-chance learners, and the inclusive learning environment allows them to learn within a kaupapa Māori context and to seek support when needed.</p> <p>Learners and graduates provided evidence that they are taught how to learn, how to study, and how to cope with assessments throughout their learning journey at TKT.</p> <p>It was evident from the learners and graduates that the tutors are skilled relationship managers. The cultural connections bind the tutors together and enable them to connect in an indigenous</p>

	<p>way with learners. Learners and graduates highly praised the tutors for their inclusive teaching style, which was well paced and kind.</p> <p>Learners know that when they enrol in the programme they will have opportunities for employment at the end of the course – this is a great incentive for the learner who is usually unemployed at the time of enrolment.</p> <p>The learners are provided with useful and timely feedback on their progress, and this is often done on a daily basis.</p> <p>Personal values and culture are being acknowledged and respected. As one learner said, ‘I don’t have to leave my culture at the door when I step into the classroom at TKT’.</p> <p>Evidence from learners and graduates suggests that TKT has very good processes in place to support learners in their learning.</p>
Conclusion:	Learners are guided and encouraged to complete their course to improve their employment opportunities. Learners at TKT receive exemplary support. The point of difference is that the support is provided in a kaupapa Māori context that is reflected in TKT values.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>TKT delivers a programme aimed at improving the social, cultural and economic outcomes for the graduate and their whānau.</p> <p>TKT maintains appropriate teaching and learning resources for the programme. Effective and proactive systems ensure that sufficient resources are supplied to the tutors. The tutors at TKT are experienced, qualified and supported by management. There is a planned approach to professional development, although a stronger focus on strengthening teaching practice (especially adult education) would be useful and worthwhile.</p> <p>TKT has a new strategic plan (2021-25) in place to guide future decision-making to support the organisation, the learner and key</p>



	<p>stakeholders. The development of a new strategic plan was a recommendation of the previous EER.</p> <p>Periodically, the governance board reviews how well it provides effective organisational oversight and monitoring of the organisation's performance.</p> <p>The organisation has sound leadership and a clear understanding of its core business. TKT has a succession plan in place, and evidence provided indicates that it is a highly organised PTE.</p> <p>The delivery site is very well supplied with physical and learning resources. This was commented on favourably by the learners, graduates and tutors.</p> <p>Administration and management systems and procedures are well established, with ethical practices. The organisation has clear policies and procedures in place and is focused on consistency and collaboration that focus on raising the quality of education for learners in Tamaki Makaurau.</p> <p>TKT has developed and embedded effective systems for monitoring student achievement and for supporting staff to improve outcomes.</p>
Conclusion:	TKT has a clear vision and understanding of its organisation, and the leadership is committed to providing effective support for educational achievement. TKT has effective systems to monitor and support learners' success. The PTE is well resourced and positioned to enable learner success and valued outcomes.

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Compliance is overseen by the manager who uses TKT's quality management system to identify compliance deadlines and ensure that compliance obligations are met on time. The compliance recommendation from the 2018 EER has been satisfactorily addressed.</p> <p>Programme delivery schedules are reviewed and approved by management.</p>

	<p>TKT has a number of external bodies that quality assure aspects of its business in addition to NZQA. These external bodies include:</p> <ul style="list-style-type: none"> <li>• Waka Kotahi (New Zealand Transport Agency)</li> <li>• Ministry of Social Development</li> <li>• Tertiary Education Commission</li> <li>• Workforce Development Council (Hanga-Aro-Rau).</li> </ul> <p>From the evidence provided, these agencies actively engage in reviewing the PTE's programme against good practice guidelines. The feedback also provides TKT with the opportunity to meet the existing and emerging needs of learners and stakeholders, and to keep the programme current.</p> <p>Moderation requirements are being managed effectively. External moderation is conducted by the Workforce Development Council (Hanga-Aro-Rau) and Waka Kotahi.</p>
<p>Conclusion:</p>	<p>TKT demonstrated effective systems and processes for monitoring compliance matters.</p>

## Focus areas

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

### 2.1 Focus area: Commercial Road Transport

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that JTP Consultants Limited encourage tutors to complete a level 4 Certificate in Adult Education to strengthen their current and future teaching practice.

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

# Appendix

## Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

### Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- Identify organisational fraud<sup>2</sup>
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.

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<sup>2</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 253(1)(pa) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including TITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2012 respectively.*

*In addition, the Private Training Establishment and Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

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

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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