



Report of External Evaluation and Review

Aronui Technical Training Council
trading as Aronui

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 28 June 2011

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	3
3. Conduct of external evaluation and review.....	5
Summary of Results	6
Findings	8
Recommendations	14
Further Actions.....	14
Appendix	15

MoE Number: 8925
NZQA Reference: C04380
Date of EER visit: 29 March 2011

Purpose of this Report

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

Introduction

1. TEO in context

Location:	Elliot Street, Papakura, South Auckland
Type:	Private training establishment
First registered:	1999
Number of students:	Domestic: 155 equivalent full-time students International: five students
Number of staff:	Ten full-time equivalents
Scope of active accreditation:	Aronui has a broad scope of accreditation. The scope enables the organisation to offer levels 3-6 qualifications in the programmes as follows: <ul style="list-style-type: none">• National Certificate in Computing (Levels 3, 4, 5)• Certificate in Hairdressing (Level 4)• Certificate in Elementary Construction Skills• Certificate in Te Reo Me Ona Tikanga/Raranga (Level 4)• National Diploma in Nga Mahi a te Whare Pora (Level 6)• Te Ngutu Awa (Level 4)
Sites:	Papakura, Wellsford, Otahuhu, Otara, and some marae-based delivery.
Distinctive characteristics:	Aronui has been established since 1976. It was previously one of the largest Māori private training establishments. Its delivery includes marae-based

programmes. Aronui aims to provide a tailored learning context for Māori and for international students.

Recent significant changes:	Aronui is a signatory to the Code of Practice for the Pastoral Care of International Students as it delivers to international students. Recent changes include the recruitment of an international manager to review and improve support and delivery to international students.
Previous quality assurance history:	<p>The organisation was previously quality assured in 2007 by NZQA under the quality audit system. Aronui met all requirements under that system.</p> <p>Aronui has not met national external moderation outcomes for two standard-setting bodies (NZQA and the NZ Horticulture Industry Training Organisation). Both standard-setting bodies report that Aronui has not met the national standard for assessment for the last two years.</p>
Other:	Aronui aims to provide training resources that replicate industry conditions, i.e. hairdressing in a commercial salon, hospitality in a commercial kitchen, horticulture at its garden facilities, and raranga in marae-based environments.

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review of Aronui included the following mandatory focus areas:

- Governance, management, and strategy
- International students including support.

The programme focus areas were:

- Certificate in Te Reo Me Ona Tikanga/Raranga (Level 4)

This programme was selected to demonstrate the kaupapa of the organisation and distant management at another site.

- Certificate in Hairdressing (Level 4)

This programme was selected because attendance, retention, and course and qualification completions were identified as a concern by the provider.

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/>

Prior to the EER visit, Aronui provided the external evaluation and review team with a self-assessment summary which identified some areas to address from its self-assessment activities.

The evaluation team comprised one lead evaluator and one team evaluator. The team visited the PTE for three days at its sites in Papakura, Otara, and Otahuhu, Auckland. Raranga and whakairo tutoring staff and students from the Wellsford campus were interviewed at the Otara site.

During the visit the evaluation team met with Aronui's chief executive, representatives of the council, the international manager, the operations manager, the finance manager, tutors, students, and external stakeholders. The lead evaluator sought feedback from external stakeholders (hairdressing salon managers, marae delivery coordinator) by telephone interview. While on site, the evaluation team viewed a range of documents.

Aronui Technical Training Council trading as Aronui has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Aronui Technical Training Council Trading as Aronui**.

Aronui students have achieved good course and qualification completion results. Aronui's results exceeded contacted requirements with the Tertiary Education Commission and are close to, or have exceeded, the sector median, achieving course completions of 74 (79 median) per cent and qualification completions of 84 (79 median) per cent for 2010, building on similar results from 2009. These are very good results for a large number of students who previously had not had positive education outcomes.

Students interviewed by the evaluation team were very satisfied with programme delivery and outcomes and acknowledged the useful skills learnt on the courses. These comments endorsed the student evaluations collated during course delivery. Students also provided examples of personal growth and raised self-esteem and self-confidence. One student commented that when they started they were very shy and lacked confidence, but through the course had been supported to hold the role of class representative and to meet with management with confidence.

Aronui has a strong student support infrastructure in place which begins prior to the students' first class (for example by meeting international students at the airport and arranging initial accommodation), and is maintained throughout the training and, in some instances, post-training. This support reduces barriers to the students learning and achieving their goals and positively affects the achievement of education outcomes.

Two national standard-setting bodies have reported that at least two programmes have not met the national standard for the last two years. The results of these reports undermine the positive education outcomes achieved by the organisation. The two programmes do not represent a large number of students, but they are the international student cohorts.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Aronui Technical Training Council Trading as Aronui**.

Aronui collates statistical data and knowledge of progress for each programme and for each campus and reflects on achievement trends. As previously mentioned, the outcomes have been positive.

There are self-assessment processes in place, but these are not being implemented consistently across the organisation. An example is the moderation of assessments to ensure consistency with national standards. At least two of the programmes have not met the national standard for the last two years. The organisation is disappointed that actions to address this issue (recruiting teaching staff with subject expertise supported by tutoring, assessment and moderation, professional development and meeting with the standard-

setting bodies) have not achieved the improvements required. As noted earlier, the value of the outcomes is lessened by these moderation results, and self-assessment activities have not effectively addressed the issues. A comprehensive review to improve the recruitment and support for international students, with resulting remedial processes, has had very promising results. A proposed plan to recruit external expertise to assist Aronui to address assessment and moderation activities should also bring about required improvements. Aronui has curtailed any future delivery of affected programmes until this matter is resolved.

There are strong feedback processes for students and tutors, and the response to feedback is excellent at an individual level. Reflection by programme or campus would provide an understanding of overall effectiveness across the organisation. The organisation receives informal feedback from its wider stakeholder groups but acknowledges that it would benefit from formalising the feedback and including analysis of comprehensive feedback, such as tracking data over time and across programmes to identify patterns and trends leading to meaningful changes for improvement.

Findings¹

1.1 How well do learners achieve?

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

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

Aronui students have achieved good course and qualification completion results. Aronui's results exceed funding contract requirements. The results are close to, or have exceeded, the sector median for course completions of 74 (79 median) per cent and qualification completions of 84 (79 median) per cent for 2010, building on similar results from 2009. These are very good results for a large number of students who previously had not had positive education outcomes.

Students interviewed by the evaluation team were very satisfied with the delivery and outcomes and acknowledged the useful skills learnt on the courses. These comments endorsed the student evaluations collated during course delivery. Students also provided examples of personal growth and raised self-esteem and self-confidence. One student commented that when they started they were very shy and lacked confidence, but through the course had been supported to hold the role of class representative and meet with management with confidence.

As reported, the results of external moderation reports by two standard-setting bodies show two programmes having a negative impact on the education outcomes achieved. Aronui has a plan to involve external expertise in addressing this matter and is working with the standard-setting bodies to resolve these concerns.

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

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

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

The value of the training provided by Aronui is recognised by students, graduates, and other stakeholders for the knowledge and skills acquired.

The students valued achieving qualifications, skills, increased self-confidence, and in some instances employment. Examples were provided of graduates successfully gaining apprenticeships in the hairdressing industry and raranga graduates completing projects of saleable quality. Horticulture students appreciated the opportunity to practise learnt skills as they were all in part-time employment. All students from the focus areas of this review

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

were able to use their skills during and post-course. All courses had a balance of theory and practice which appealed to the students.

Families valued the training as family members were engaged in meaningful learning. Hairdressing students share newly acquired skills with family in hair styling and cutting, horticulture students provide harvested vegetables, and raranga students complete projects such as kete for gifts.

Industry gains an increasingly skilled workforce. Hairdressing salons secure qualified staff. “One of the best trainers” was a comment from a salon owner who provided opportunities for a student on work experience, and who then employed the student on graduation. The Hairdressing Industry Training Organisation confirmed through its moderation reports that Aronui assessments meet the national standard.

Communities also benefit from the training. An example is a marae that will benefit from a raranga programme donating completed whāriki (flax mats), and the students acknowledge their appreciation of the knowledge and skills gained.

Aronui primarily gains stakeholder feedback informally through telephone or face-to-face contact. However, an organisation of the size and complexity of Aronui, with its varied courses delivered over a number of sites, needs to ensure that it is accessing feedback on all aspects of its delivery. Aronui is exploring how it can improve its gathering and use of stakeholder feedback at an organisational level to track patterns and trends to further inform changes for improvement. This would also add to the value of the outcomes for those who are affected by the success of the programmes.

The value of education outcomes in at least two programmes is diminished by the standard-setting bodies’ external moderation reports. As both programmes involve international students, the effects go beyond the organisation.

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 **Adequate**.

Aronui has processes in place to identify student needs at the beginning of the course, and these are continually monitored through individual development plans (IDPs). This ensures the ongoing review of student goals.

Industry needs are gauged through work experience opportunities for hairdressing students and through part-time work opportunities for horticulture students. Hairdressing graduates are securing hairdressing apprenticeships which affirms that the training is meeting the needs of industry, the Hairdressing Industry Training Organisation, and the students.

Ngutu Awa courses are designed to meet specific stakeholder needs, such as marae delivery of raranga courses. Hapū approach and discuss with Aronui their specific needs, and programmes are designed within the Ngutu Awa scope of accreditation to provide these

courses. Feedback has been informal and one marae representative spoke of the very positive interaction with Aronui and how meeting the needs of the students also meets the needs of the hapū and iwi. In appreciation of the skills learnt and resources provided, graduates have organised to return to the marae to make and donate whāriki, a valued gesture of reciprocity.

Industry and employer needs are addressed as Aronui attempts to replicate actual working conditions using its on-site commercial salon, horticulture work experience, and marae delivery.

Written evaluations by students and tutors are acted on. In addition, student representatives at the Papakura campus give feedback verbally to management. This is not easily managed at distant campuses. Aronui is aware that it needs to analyse feedback across campuses and marae. It is exploring formalising feedback from marae, hairdressing salons, and horticulture employers to affirm the training is meeting all stakeholder needs. This will assist management in decision-making to make changes to drive improvements.

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 **Adequate**.

Aronui recruits qualified teaching staff. It has recruited tutors of different ethnicity according to student groups, such as Indian for international students and Māori for marae-based delivery. Teaching staff are supported to attain tutoring, assessment, and moderation training. Tutors confirmed to the evaluation team that, encouraged and supported by Aronui, they had completed professional development courses such as the National Certificate in Adult Literacy and Numeracy Education (Educator), the National Certificate in Adult Education and Training, and the assessment and moderation of unit standards.

Courses are a balance of practice and theory and, where possible, situations are provided for students to practise in industry-like conditions. The courses are generally well resourced.

The evaluation team sighted changes to the hairdressing course in response to feedback from the Hairdressing ITO, and each raranga course is designed in consultation with each marae.

Aronui has standardised processes, and internal checks have been effective in all but two programmes which have internal and external moderation issues. These programmes involve international students. Aronui did not move quickly or effectively enough to address the moderation report concerns of two standard-setting bodies.

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**.

Students are well informed about course content and requirements. There are excellent support mechanisms in place. Support is provided by the tutor, management (operations manager and the international manager) and the chief executive through a range of Aronui student support services. The students access free medical health checks and support from local hauora organisations. Students and tutors interviewed endorsed the support provided by Aronui, especially the personal attention by management and the chief executive to resolve issues that can cause barriers to learning.

International students have dedicated staff to provide support. The operations manager provides academic support and the international manager provides pastoral care. There are currently only five international students for 2011 completing courses begun in 2010. Aronui has ceased enrolling international students until its current issues with assessment and moderation are resolved.

Aronui identified a correlation between attendance issues and course completions and tightened attendance monitoring. Attendance issues are followed up by the chief executive and may involve home visits. The remedial actions have been successful in fostering improved attendance and education achievement, as noted in the hairdressing programme.

Management responds to student and tutor feedback in class. However, management should also seek feedback on other areas, including health and hauora service provision. Aronui is exploring how it can improve its gathering and use of stakeholder feedback at an organisational level to track patterns and trends to further inform changes for improvement for student guidance and support.

Health and hauora service provision is available to students. However, Aronui has not gathered the information needed for making more effective use of these organisations or the impact on outcomes.

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

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

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

Aronui provides clear purpose and direction to students, as exemplified by the chief executive. Leadership is inclusive and effective. The evaluation team saw examples of innovative leadership such as the implementation of Ngutu Awa programmes to meet hapū/iwi needs. Recent initiatives include exploring online distance delivery and improving the website to better inform the international student market.

Programmes are well resourced, with commercially realistic conditions replicated for practice such as the commercial hairdressing salon, commercial kitchen, marae environment, and the practical horticultural environment.

Staff are valued and professional development is encouraged and financially supported.

Aronui is aware of assessment and moderation concerns for two programmes. Steps were taken internally to address these concerns through meetings with the standard-setting bodies, action plans, and professional development. However, these actions did not resolve the concerns. Aronui plans to contract external expertise to provide assessments, to carry out the required assessment and internal moderation processes, and to mentor teaching staff to assess competently. These plans have been submitted to the standard-setting bodies for consideration. Aronui was disappointed that its previous remedial actions did not address the identified issues. However, the evaluation team considers that the contractual arrangements being implemented are evidence of the determination of Aronui management to rectify this issue.

Another concern linked to moderation is the reporting of unit standard credits not previously notified to NZQA. These are required for inclusion in the external moderation process, a standard quality assurance requirement.

Other areas for improvement in self-assessment include formalising stakeholder feedback, as previously mentioned, formalising destination data collection for analysis, and valuing the achieved education outcomes by addressing internal and external moderation issues.

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 **Adequate**.

2.2 Focus area: International students including support

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

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

2.3 Focus area: Certificate in Hairdressing (Level 4)

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

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

2.4 Focus area: Reo/Tikanga/Raranga (Level 4)

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

Besides those already expressed or implied in the report, the following recommendation is made:

- Review self-assessment practices to ensure that the areas requiring strengthening, as identified in the report, are addressed.

Further actions

Because NZQA is not yet confident in Aronui's capability in self-assessment, NZQA will contact Aronui to agree appropriate actions aimed at the organisation achieving a level of at least Confident in educational performance and capability in self-assessment.

Progress toward improvement will be monitored by NZQA and a further EER scheduled at an appropriate time.

Appendix

Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

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

NZQA

Ph 0800 697 296

E eeradmin@nzqa.govt.nz

www.nzqa.govt.nz