

# Report of External Evaluation and Review

## Kapiti Skills Centre

Confident in educational performance

Confident in capability in self-assessment

Date of report: 5 April 2011

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# Purpose of this Report

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

## Introduction

### 1. TEO in context

Location:	Kapiti Skills Centre (KSC) is located at 114 Kapiti Road, Paraparaumu. This is the sole delivery site.
Type:	Private Training Establishment
First registered:	1994
Number of students:	<p>In 2010, KSC was funded by the Tertiary Education Commission (TEC) for:</p> <ul style="list-style-type: none"><li>• 19 Training Opportunities programme (TOPs) places</li><li>• 14 Youth Training programme (YTP) places</li><li>• 30 Intensive Numeracy and Literacy (INL) places.</li></ul> <p>No international students are enrolled at KSC.</p>
Number of staff:	<p>KSC is governed by four trustees, and staffed by:</p> <ul style="list-style-type: none"><li>• A full-time manager</li><li>• Four full-time tutors</li><li>• Five part-time staff (including a student support worker and employment consultant).</li></ul>
Scope of active accreditation:	<p>KSC has New Zealand Qualifications Framework (NZQF) accreditation from a range of subfields and domains, including unit standards that lead to the National Certificate in Educational Achievement (NCEA) and national certificates in computing and employment, and in building, construction, and allied trades.</p> <p>KSC also provides driver education to its students and to the public and delivers outdoor education unit</p>

standards to secondary schools.

Distinctive characteristics:	KSC is the training arm of its governing body Aotea Community Trust, a not-for-profit charitable trust registered with the Charities Commission. KSC has been delivering training in the Kapiti region for 17 years and identifies as a Māori provider. Since inception it has focused on providing second-chance education with a strong focus on personal as well as educational development.
Recent significant changes:	<p>KSC has undergone a number of recent significant changes, including:</p> <ul style="list-style-type: none"><li>• Receiving INL funding for the first time in 2010 and employing an INL tutor</li><li>• Shifting from TEC funding for TOPs 47-week courses to Ministry of Social Development (MSD) 13-week funded employment training</li><li>• The appointment of a new manager in September 2010</li><li>• New employment appointments in 2011.</li></ul>
Previous quality assurance history:	<p>KSC was previously quality assured by NZQA under the audit system. At its most recent audit, in July 2007, KSC met all but one requirement of Quality Assurance Standard One, the standard then in force.</p> <p>In 2009, KSC met national external moderation requirements as assessed against standards managed by NZQA. It has met the moderation requirements of the Building and Construction Industry Training Organisation (BCITO).</p>

## 2. Scope of external evaluation and review

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

- Intensive Numeracy and Literacy (INL) programme
- Pre Trade/Construction programme.

The following mandatory focus area was chosen:

- Governance, management, and strategy.

The INL programme is now in its second year and this was one reason for its selection as a focus area. The INL programme also represents nearly half of student places funded by the TEC and is a programme taught to TOPs, YTP, and other students enrolled at KSC (it is also delivered to others in the community and open to anyone with identified literacy and numeracy needs).

The Pre Trade/Construction programme was identified as a well-established programme predominantly undertaken by TOPs students, with students able to work towards achievement of the Certificate in Building, Construction, and Allied Trades Skills. Self-assessment information identified Pre Trade/Construction as a programme that had experienced some recent challenges. The programme was modified in 2011 as a result of the funding shift to MSD and to enable it to now be taught as a 13-week rather than a 47-week programme.

### 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 external evaluation and review was conducted at KSC over 1-2 February 2011 by an NZQA lead evaluator and an external lead evaluator. The evaluation involved engagement with:

- The trustees of Aotea Community Trust Incorporated
- The KSC manager
- The INL tutor and the Pre Trade/Construction tutor
- The student support worker
- Learners currently enrolled in the Pre Trade/Construction programme
- Graduates of the INL programme and the Pre Trade/Construction programme.

KSC 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 **Kapiti Skills Centre**.

KSC has a strong focus on the achievement and holistic personal development of its learners and this is actively facilitated by the trustees, manager, and teaching staff of KSC. Students are improving numeracy and literacy outcomes and achieving key social skills, enabling them to engage in training, employment, and community life.

Overall, it is clear that the value of outcomes for students is high. KSC is largely meeting TEC-expected outcomes for students, particularly in the YTP area, and with some room to improve in the TOPs area. The supportive learning environment at KSC has encouraged learners to re-engage with education and training. Students are proudly developing practical skills and achieving unit standards towards national certificates on the NZQF. This is significant as many of these students have not previously experienced educational success. It has motivated them to focus on further training or employment goals.

Tutors bring significant experience to their programmes. They are highly responsive to learners' educational and personal needs (particularly evident in the INL programme). This responsiveness is assisted by the autonomy and flexibility that tutors have to develop programmes and activities. Tutors' individual subject expertise and the small size of the organisation can be isolating for teaching staff, particularly as they are relatively new to one another. Therefore, opportunities exist for KSC to facilitate internal peer support structures.

Staff identify employment and further study opportunities for students and help students to work towards these goals. KSC's student support worker assists students in their transition to employment and further training. He engages with parents and agencies to assist with this. KSC has recently employed an employment consultant who will have a key role identifying employment opportunities and assisting students into employment.

KSC provides significant value to stakeholders and the community and contributes to community life, aided by the formation and fostering of reciprocal relationships by the trustees over time. However, it is recommended that KSC develop a systematic process to understand its value to local employers. This will become even more important for KSC with the focus on the achievement of employment outcomes under new MSD funding.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Kapiti Skills Centre**

The trustees and manager of KSC maintain a strong understanding of learner achievement on a regular basis. Robust data is produced from the organisation's student management system (SMS) to understand learner achievement both at an individual and organisational level. The manager meets weekly with the trustees and teaching staff to review learner progress and achievement.

Achievement and outcomes data is benchmarked against TEC measures. This data is analysed across different programmes and over time to identify trends and potential issues to be addressed. KSC actively ensures that programmes and activities are meeting students' needs through one-to-one and group interactions and informal feedback provided by students.

The manager has identified several areas where he plans to develop the SMS to enable a more in-depth picture of learner progress and achievement. He is currently working with staff to develop new key performance indicators (KPIs), recognising the need for more specificity to determine KSC's educational goals and performance. It is recommended that KSC embed external benchmarks into this process. Understanding performance against similar local and national providers would provide an important source of information to further monitor performance over time.

It is also recommended that KSC implement a systematic process to collect information to understand the value of KSC programmes and activities from the perspective of employers of KSC graduates. While the organisation informally uses established connections in the sector to ensure the relevance of programmes and activities, understanding the value of programmes from an employer perspective would provide added confidence in the relevance and value of KSC programmes.

## TEO response

KSC has confirmed the factual accuracy of this report.

# 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 **Good**.

KSC is enabling students who have not experienced past educational success to re-engage in learning and to achieve. The supportive and encouraging learning environment at KSC has assisted students to develop practical skills, to achieve credits on the NZQF, and to complete national qualifications (approximately 30 per cent achieved national qualifications in 2010, including 13 students who achieved NCEA Level 1). This success has provided students with the motivation to plan for further education or employment opportunities.

Overall, KSC has consistently met TEC targets (an average level of achievement per learner of at least 20 credits on the NZQF) for YTP learners over the last few years. This was also achieved for TOPs learners in 2009, but average credits were slightly below the required 20 credits in 2008 and 2010. KSC has identified that overall average credits were affected by lower achievement rates in the construction programme. It has identified the likely reasons for these results and how the lessons can be used for the future.

KSC learners have numerous opportunities to practically achieve and apply skills and knowledge in realistic settings. A key example is the innovative Otaki House Project, where construction students designed and built a house from inception and attained knowledge of the realities of the construction industry, the importance of teamwork, relationship building, punctuality, and time-keeping.

The training and support provided at KSC results in learners achieving core personal development skills, including confidence, presentation, communication, and self-motivation. KSC works with learners and external agencies to enhance individual well-being, contributing to students' improved social interactions and engagement in education.

The INL programme is available to all KSC students and to others in the community. In 2010, assessment data was captured to identify learner progression, with reporting undertaken to the TEC. While evident that learners had experienced improved numeracy and literacy outcomes (and the programme had contributed to students' completion of NCEA), KSC found that an absence of predetermined achievement targets did not enable it to assess the extent of this achievement at an organisational level. As a result, the manager and tutor are developing KPIs to provide an internal benchmark to drive, and to improve the monitoring of, numeracy and literacy outcomes in 2011.

To date, self-assessment practices have focused closely on understanding educational achievement against contractual TEC targets. The manager and tutors meet frequently to

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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.



track learner achievement at an individual and organisational level using the organisation's student management system (SMS). This provides robust data important to understanding learner achievement. The manager reports regularly to the trustees, and across the organisation there is regular discussion about how information can be enhanced to better inform self-assessment. The manager plans to enhance the SMS and is considering a formal assessment tool to monitor students' personal development needs.

Currently, a key focus for the organisation is how it defines its own goals to assess its educational performance, for example whether KSC is satisfied achieving to contractual targets or whether it should instead be striving beyond those requirements. It is recommended that KSC embed external benchmarking into this focus. Assessing its own performance against similar local and national providers would provide an important source of information to further monitor performance over time.

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

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

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

Since its establishment, KSC has maintained its focus on providing second-chance educational opportunities for students who have not previously benefitted in other training or educational settings. As identified at section 1.1 above, learners gain significant value from training at KSC. They enhance their motivation and chances of obtaining employment or entry into further education.

Graduates of KSC attain employment and engage in further study or training. In the last few years, 60 per cent or more of YTP students have progressed to further training, study, or employment within two months of programme completion. A similar result was achieved for students completing TOPs training, although outcomes for 2008 and 2010 were just under this measure. KSC is very aware of the immediate outcomes for its learners and regularly reviews progression against TEC measures.

These outcomes are assisted by staff actively seeking potential employment opportunities for learners through ongoing informal conversations with contacts in the industry and the community. Consideration is given to different strategies in a tight labour market.

While there is no formal process to understand longer-term outcomes for graduates, staff have a good awareness of the progression of their graduates beyond the two-month TEC reporting requirement. This information is obtained through ongoing contact between students and tutors via phone, visits, Facebook, and links within the community.

KSC provides significant value to stakeholders and the community and contributes to community life, aided by the formation and fostering of reciprocal relationships by the trustees over time. KSC delivers outdoor education unit standard achievement to local secondary schools. It provides apprentice support on behalf of BCITO, and provides driving instruction opportunities to the public as well as to students. The value to the community can also be seen from the donation of equipment and resources provided by

different suppliers to assist with the Otaki House Project. KSC is also a member of the region's Zero Youth Unemployment Forum, and receives ongoing and regular student referrals from local agencies such as Work and Income New Zealand.

KSC has recently reviewed potential options to enhance its ability to meet MSD contractual requirements for employment outcomes in 2011. As a result, KSC has employed an employment consultant and the manager has joined key industry-related organisations to foster greater employment outcomes. KSC is also pursuing opportunities for the establishment of community links to advance the INL programme.

While the organisation informally uses established connections in the sector to ensure the relevance of programmes and activities, it does not have a systematic process in place to obtain feedback from employers regarding how well graduates perform in employment. A systematic process to understand the value of programmes from an employer perspective would provide added confidence in the relevance and value of KSC programmes.

### 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**.

Since its inception, KSC has focused on ensuring the provision of a sufficiently wide range of courses to meet different learners' needs. Students interviewed for this external evaluation and review indicated that they enjoy the supportive and motivating learning environment provided at KSC. Activities are engaging, interactive, fun, and practical. Shopping as a class at the local supermarket to apply numeracy knowledge, or attending the council to understand the building consent process were examples provided to demonstrate the practical use and application of knowledge gained.

Students undergo an initial needs assessment pre-enrolment. This includes an assessment of numeracy and literacy and personal development needs, and the identification of learners' goals and aspirations. This information is used to inform individual learning plans and to guide how activities may be developed to respond to learners' needs. Informal feedback from students is also used on an ongoing basis to inform programme activities.

Tutors at KSC have the freedom to develop programmes and activities to respond to different learning needs and to ensure students are kept motivated and engaged. For example, the INL programme includes a focus on formal letter writing for students with English as a second language, activities to support employment outcomes (i.e. CV development, preparing job applications, and writing covering letters), and applying numeracy training to calculations and measurements relevant to construction students.

Both the YTP and INL programmes have been structured to enable learners to achieve NCEA, recognising the importance of this for students and the community. The foundation studies course is structured to meet core needs and to facilitate progression to other KSC programmes. The construction course provides significant practical experience to learners.

KSC has identified a past issue with the practical focus of the construction programme overtaking the achievement of unit standards and key reasons contributing to this. It will continue to be important to overtly define key outcomes expected from each programme and for management to support tutors to balance the needs of different key stakeholders in programme delivery.

As identified in section 1.2 above, KSC use informal networks to ensure programmes and activities are up to date. The organisation would benefit from enhancing this understanding from the perspective of employers of KSC graduates, particularly with the key focus on employment outcomes under MSD funding.

#### 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**.

Teaching staff at KSC share a strong passion for their subject areas, are highly self-motivated, and genuinely care about the progression of their students. They are experienced in their field. The construction tutor is a builder by trade and has worked with people from a diversity of backgrounds. The INL tutor completed the National Certificate in Adult Literacy Education in 2010 and has attended numerous INL workshops in 2010. She also came to KSC with significant relevant experience from her previous role.

Students interviewed find the tutors approachable and feel comfortable talking to them about their progress. This has been a key motivation to their re-engaging in learning. INL graduates highly appreciated how the tutor related to them and listened to them. She treated them as adults, clearly discussed the rationale for learning different topics, and incorporated student feedback into subsequent classes.

Tutors self-review their teaching against informal student feedback, and by reviewing learner progress on an ongoing basis (by student observation, the quality of students' work, and using the TEC Literacy and Numeracy Adult Assessment tool). Tutors also monitor students' attitudes, attendance, and well-being to identify issues which may relate to their teaching approach. This varied approach works well in an environment where positive relationships exist between learners and teachers and where tutors are self-motivated.

Opportunities for feedback on teaching from outside the classroom (i.e. informal peer observation) could enhance teaching and guide professional development opportunities. There are also opportunities for KSC to facilitate a stronger tutor support structure to encourage collegiality and to internally share good practice. The small size of the organisation means that each tutor is teaching in their particular area of expertise and there is limited internal sharing of knowledge and practice. This can be isolating, particularly as most teaching staff are relatively new to the organisation. Opportunities for greater support could include regular tutor-tutor meetings or shared learning sessions.

## 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**.

Individual interviews are held between tutors and students pre-enrolment to determine individual learning needs, learners' aspirations and goals, and suitability for KSC programmes. Teaching staff use various formal and informal tools to understand potential barriers to learning and personal development support needs. For example, the evaluators heard how the Foundation tutor had used a formal assessment tool to identify a number of core personal needs (i.e. housing) and how this information was used as an ongoing monitoring tool to enhance personal well-being.

Individual learning plans are developed for students following in-depth discussions with each student and conversations between teaching staff and the manager to identify what support may best suit each learner. The learning plans are also informed by an assessment of numeracy and literacy needs utilising the TEC assessment tool. Literacy and numeracy support is provided by the INL tutor and is available to all students across the organisation (as well as to others in the community).

At induction, students meet all key staff (including the student support worker), and a student handbook is provided to students. The evaluation team heard how the construction tutor uses this as an engagement tool. Rather than inundating students with rules and requirements at induction, reminiscent of the school environment, the tutor spends time going through the resource one week later when students have settled into class. This approach enables all students to understand key information, including those whose literacy levels may make the resource difficult to navigate.

Students and graduates confirmed that they felt highly supported by KSC. Tutors seek to monitor students' support needs on an everyday basis, as this provides the opportunity to address any issues at an early stage. The evaluation team heard how the INL tutor works with students each day to gauge their overall well-being and the level of work they can realistically undertake on a daily basis. This tutor provides one-to-one opportunities for learners after 3pm each day. She also undertakes home visits and uses Facebook to engage with students who may not be attending and to identify support that might be required.

KSC has links to appropriate community agencies, and the student support worker assists students with referrals to these agencies when required. The support worker also works with students, their families, employers, and other training organisations, to assist KSC students in their transition to employment or further study. This ensures any support needs are identified early on and facilitates families to be involved in students' pathways. KSC has also recently employed an employment consultant to help identify employment opportunities for students and to assist in the transition to employment. This appointment was made after KSC reviewed potential options to enhance its ability to meet required MSD employment outcomes in 2011.

Staff and management regularly discuss the well-being, progress, and potential support needs of each student and what extra may be needed to better meet needs. Self-assessment is largely informal and the organisation is yet to develop a systematic process to

demonstrate the effectiveness and impact of the guidance and support provided. However, it is of note that KSC is currently considering the implementation of an assessment tool to systematically provide this understanding.

## 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**.

KSC is governed by the trustees of Aotea Community Trust Incorporated. The day-to-day running of KSC is delegated to a full-time manager.

The trustees are committed to providing opportunities for students who have not benefitted from mainstream education. They are equally focused on the educational achievement and personal development of these students. This has been a central vision for the trust since 1992, and nearly 20 years on, this vision is clearly embedded across all aspects of KSC's operation. The organisation has maintained this focus while also being able to anticipate and respond to change. This performance has been assisted by the trustees' strong understanding of its community and operating environment, and innovative but pragmatic approach to the development of KSC activities.

The trustees are actively involved in the governance of KSC. This is facilitated by a strong relationship with the manager and weekly meetings during which the trustees review programme delivery and students' personal development and educational outcomes (including progress to TEC contracting targets).

The manager has a strong understanding of the purpose and work of the organisation. He regularly meets with teaching staff to review programme development, learner well-being, and achievement. Currently, he is working with staff to develop systems to strengthen this understanding. KSC is also developing the way it determines educational goals and performance, and this will further guide ongoing improvement across the organisation.

Teaching staff and the manager are well supported to undertake external professional development opportunities. They believe that resources are sufficiently allocated to support learning and teaching. However, as identified in section 1.4 above, there is room for KSC to facilitate internal peer support structures to strengthen collegiality and to contribute to tutors' understanding of their own teaching effectiveness.

There may also be room for the organisation to build on the established strategic relationships that it has with key community stakeholders and which it currently uses informally to inform planning and decision-making. Potentially, these relationships could be advanced to provide a more in-depth understanding of the value and relevance of KSC programmes and activities and to further improve educational outcomes.

## 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: Intensive Numeracy and Literacy

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: Pre Trade/Construction

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

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

# Recommendations

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

# 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.

# 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 all 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 (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)).*

*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/>*

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