

Report of External Evaluation and Review

Gisborne Development Incorporated

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 11 July 2012

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Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Gisborne Development Incorporated (GDI)
Location:	161 Carnarvon St, Gisborne
Type:	Private training establishment (PTE)
Delivery sites:	One as above
First registered:	29 July 1991
Courses currently delivered	<p>GDI delivers pre-trade entry programmes for people seeking employment or apprenticeships in: automotive engineering, carpentry, joinery, furniture making, painting and decorating, and auto-electrical.</p> <p>The programmes are delivered to Foundation Focused Training Opportunity learners and Youth Guarantee learners.</p> <p>Training is designed to be fully completed within one year from commencement.</p>
Code of Practice signatory	No
Number of students:	Domestic: <ul style="list-style-type: none">• Foundation Focused Training Opportunity learners; 20 placements• Youth Guarantee; 22 placements• 70 per cent of learners are Māori, 29 per cent European New Zealand, and 1 per cent are Pasifika.

	The provider is also a Modern Apprenticeship coordinator.
	No international students
Number of staff:	Nine full-time equivalents
Scope of active accreditation:	GDI has accreditation to deliver and assess unit standards on the NZQF in automotive engineering, carpentry, joinery, furniture making, painting and decorating, auto-electrical, and other relevant areas.
Distinctive characteristics:	The provider is an incorporated society, established by the Gisborne community in 1982 at the request of the then commissioner of apprenticeships and the local director of the then Māori Affairs Department. Its focus throughout this 30-year period has been, through training provision, to facilitate access to employment for young people and for unemployed people in Gisborne.
Recent significant changes:	Nil
Previous quality assurance history:	GDI was last quality assured by NZQA by audit in 2009. The audit found that GDI substantially met the requirements of the quality standard in force at the time.
Other:	

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review (EER) was:

- Governance, management, and strategy
- Youth Guarantee and Foundation Focussed Training Opportunities provision

Governance, management, and strategy is a mandatory focus area. Youth Guarantee and Foundation Focussed Training Opportunities provision was selected as these programmes represent all on-site learners.

3. Conduct of external evaluation and review

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

The EER team comprised two evaluators. The team visited GDI on 30 April and 1 May 2012 at the main delivery site in Gisborne. Interviews were held with:

- Management and governance (two personnel)
- Teaching staff (six personnel)
- Graduate learners group
- Current learners (Youth Guarantee and Training Opportunities)
- Employer stakeholders (four companies represented)
- Four incorporated society members (governance discussion, includes present chair and immediate past chair)
- Industry training organisation personnel from the Building and Construction Industry Training Organisation (BCITO) and the Motor Industry Training Organisation (MITO)
- Ministry of Social Development (contract manager).

Before and during the site visit GDI also provided the evaluation team with a range of operational documentation, including planning materials, community endorsements, meeting minutes, a quality management manual, learner enrolment information and policies, results reporting, sample learner evaluations, and samples of delivery and assessment materials. This documentation complemented other self-assessment information that had been submitted prior to the EER. The evaluators undertook a sample review of all materials tabled.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Gisborne Development Incorporated**.

There is sufficient evidence that GDI is delivering learning opportunities that meet the most important needs of learners and other stakeholders in a highly effective manner.

The trade-entry programmes offered by GDI engage learners, provide useful life and work skills, and lead to genuine employment opportunities for a significant proportion of learners (consistently over 60 per cent).

The Incorporation makes use of New Zealand and Australia industry learning materials, and learners experience a mix of theory and practical learning opportunities. This approach ensures all necessary material related to the unit standards for the trade areas of automotive engineering, carpentry, joinery, furniture making, painting and decorating, and auto-electrical are provided to learners. To assist in maintaining learner engagement, GDI provides a mix of set activities and learner-led projects, including community-focused projects. GDI is appropriately resourced.

Staff are effective at delivering content and provide mentoring support to the learners. This approach is valued by the learners. The strength of GDI's relationships within its community, particularly with trade employers, was found to be highly advantageous, allowing for an effective work-experience component that regularly leads to employment for learners. These employment results were evident in quantitative reporting data and in qualitative comments from employers, learners, and former graduates. There are no significant weaknesses that impede the delivery and learning opportunities noted in this evaluation and review.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Gisborne Development Incorporated**.

Self-assessment processes and practices are in place, and these have sufficient breadth to cover the main activities within the teaching and learning processes. Such assessment practice is purposeful, focusing on reflecting how services can consistently meet the needs of funders, learners, and employers (which do not always align). As an example, GDI has undertaken self-assessment of programme design and length (programmes are one year in duration), and worked with its funding agency to ensure this model can be maintained in a changing funding environment because of evidence of the success of current provisions.

Notwithstanding, the informality of some aspects of the society's self-assessment reduces its overall effectiveness in some areas. In particular, greater detailing of self-assessment practices could enhance areas such as teaching practice, internal moderation, and governance reporting. Despite such gaps, self-assessment remains generally effective in supporting good educational practice by leading to meaningful service improvements.

Findings¹

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 **Good**.

Achieving trade-based employment for people who were previously outside of employment is the primary goal of GDI. GDI reports positive learning outcomes, with the majority of learners gaining employment after their programme of study. Records indicate that in 2011, 60 per cent of learners entered work after course completion, and a further 31 per cent were in full-time training (i.e. 91 per cent positive outcomes). Of those entering the workforce, 11 per cent also gained a formal apprenticeship. This is broadly consistent with the 2009 and 2010 outcomes sighted by the evaluation team. GDI points out that employment outcomes are also being suppressed by the economic recession.

GDI considers that its results are extremely favourable towards actualising its primary goal: trade employment for graduates. Credit and unit standard completions also significantly exceed contractual requirements. In 2011, Training Opportunity learners achieved an average of 41.36 credits, and Youth Guarantee learners received an average of 41.63 credits.

GDI also notes that the achievement of formal qualifications occurs simultaneously with improvement in the well-being, confidence, and self-esteem of learners. Evidence sourced through this evaluation (including results reporting, feedback from the Ministry of Social Development, and student, graduate, and employer information) confirm this duality of positive outcomes.

GDI also notes that contractual outcomes far exceed requirements for the target learners, and that it is not aware of any other provider working with a similar target group of learners with outcomes of this nature in the trades field to compare against. Overall, giving consideration to the evidential information submitted in regards to learner achievements, this evaluation finds that outcomes are very high and can be considered exemplary for both Training Opportunities learners and the youth cohort.

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

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

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

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

Alongside learners, other key stakeholders identified by GDI included employers, industry training organisations, community organisations, employers, and other education providers.

Employer feedback received for this evaluation was very positive. Overall, employers felt that GDI consistently made available a supply of capable graduates who were likely to be suitable employees, should the opportunity arise. Employers expressed that GDI understood their employment needs, resulting in long-term working relationships and high trust. Industry training organisations that work with Incorporation also indicated that a strong and positive working relationship existed with GDI, with no areas of concern.

GDI is one of a small cluster of PTEs in Gisborne, and this cluster has developed complementary education services. As such, GDI is able to draw upon the specialist services of other providers as required, and does so from time to time. This includes the use of facilities and learner referrals to address particular specialist needs, such as significant literacy issues. This is good practice.

The evaluation team also notes that as GDI seeks to create learning opportunities within 'work-like' settings, over the years GDI has undertaken a large number of community projects in the Gisborne region. This has resulted in a significant number of community endorsements, which were sighted by the evaluation team. Endorsements include from organisations such as the coastguard (maintaining equipment), church and other religious groups (painting buildings etc), and sports organisations (repairing equipment etc). The evaluation team is confident that there is a broad level of community support for the work of the Incorporation within Gisborne. Learners indicated they valued these types of learning opportunities within community settings.

There is evidence that self-reflection on the value of the training offered exists. However, more systematic documentation of processes and outcomes would increase opportunities for greater reflective practice in this area, for example in formal surveying of employers, ITO representatives etc.

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 **Good**.

GDI undertakes two distinct activities to ensure a good match between its learning offer and potential students. First, it has developed a strong relationship with the Ministry of Social Development (a primary funder) to ensure that the type of offer it can make available to learners is well understood. The outcome of this is a structured and clear referral process, whereby the funder refers learners with a demonstrated interest in trade-based education. The relationship is such that GDI is also able to refer potential learners to the ministry for consideration, which is a positive outcome.

Secondly, GDI has a comprehensive initial student interview process in place. This occurs one-to-one between the likely tutor and the potential learner (and their family support). This individualised approach allows for a personalised discussion on learning goals, and provides a good opportunity to check the match of programme (including trade stream) with potential learners. This is good practice and results in learners beginning programmes with established goals and a clear understanding of programme requirements and learning pathways. Within this process any potential barriers to learning (such as literacy needs) are also identified and mitigation actions established. There is also a further opportunity for learners to transition to another trade stream if the initial placement is found to be sub-optimal.

GDI is aware that most of its learners enjoy the practicum elements more than the theory components of programmes. GDI seeks to maintain an approximate ratio of 50:50 theory to practice, adjusting moderately for the needs and preferences of individuals, and scheduling theory times when learners are most receptive to that content. Practical work comprises both set projects (to ensure the breadth of skills required is covered) and learner-interest projects. The ability of tutors to adjust learning components to the particular needs of individual learners or a group is good practice, resulting in greater learner engagement, and this was evidenced in both learner and staff feedback.

GDI maintains an appropriate learning curriculum, which incorporates ongoing sector changes. Generally, delivery is undertaken via the use of ITO-developed training materials. However, GDI is not restricted to this and has also sourced Australian trade tutorial materials where these are considered superior to local resources. This is an example of matching resources to learner needs. The resulting outcome is that most learners leave GDI with the necessary unit standards for commencing an apprenticeship.

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**.

Learning environments are planned, with each trade stream having a clear curriculum guide and learning objectives. Learners were aware of their progress through courses and of requirements to achieve necessary unit standards. Tutor-to-learner ratios are kept low (up to 1:9, but often lower) to ensure sufficient attention to each learner. Where possible, content and practical work is adjusted to reflect the unique interests of learners.

Teaching staff are all trade qualified in their respective areas, and have completed or are completing adult education qualifications. Peer teaching is used occasionally, but there is no formal structure in place to observe teaching practice in order to strengthen reflective practice.

Learners hold teaching staff (and managers) in high regard, indicating that staff are approachable and have good rapport, and that staff focus positively on developing the strengths of learners. Learners considered this strengths-based approach (i.e. tutor patience, no 'put-downs', trade knowledge, interesting activities) to be effective teaching. The evaluation team agrees, noting that teaching staff meet regularly – albeit informally – to discuss student progress and options to improve learning outcomes.

The evaluation team viewed a sample of teaching materials and moderated assessments. From the samples noted, assessment practices appear fair, valid, and sufficient. However, increased internal moderation, and documentation of this process is required to improve the self-assessment of teaching effectiveness.

The external moderation standards of the ITOs that GDI works with were met. This comprises the greater proportion of GDI's educational delivery. However, in 2011 GDI did not meet NZQA moderation requirements relating to three core health/first aid unit standards. These unit standards were delivered by a specialist subcontracted provider, and GDI has already initiated a process to ensure the provider meets the national standard this year.

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**.

GDI works with a small number of learners and tutors to provide mentoring support alongside curriculum delivery. At any one time, there are typically fewer than 50 learners on site compared with nine staff, which allows for a high degree of personalised learning attention and support. Learners report that staff provide useful guidance, and that they were confident in broaching a range of matters

(queries, concerns etc) with tutors and with management staff. GDI reports that it has no reported student complaints.

All learners receive a level of career counselling through their time with GDI. Some of this is formal, such as career planning and goal-setting. This assists GDI to link learners with prospective employers. Other elements are informal, such as private discussions on appropriate dress/personal presentation in trades industries, and/or the types of activities that will demonstrate positive attitudes and a willingness to work to potential employers. This is good practice.

GDI is conscious of the different cohorts of learners that present for training. For example, GDI is aware that a large proportion of its learners are Māori (around 80 per cent) and that a very low proportion are women. Staff reported that they have previously discussed with Māori learners and their whānau whether they had unique learning needs, but that learners indicated they were participating to obtain trade-based skills and received cultural support elsewhere. Staff were able to articulate some of the strategies used to ensure female learners felt confident and safe in their learning environment. (There were no female learners at the time of the evaluation and review.)

The learning environment is designed to replicate trade areas. However, GDI has also provided 'common-room' space for learners, and some recreational facilities such as for table tennis, boxing etc were noted. Learners indicated that they felt comfortable and relaxed on the premises, and that it was 'like a family'.

Self-assessment of student guidance and support was, however, largely informal. It is likely that a more structured approach in this area would present a renewed opportunity to revisit student support needs and whether services continue to match them.

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 **Adequate**.

GDI has a clear and coherent management approach which is centred on educational achievement. Goals for qualification attainment and employment outcomes are set, measured, and reflected upon, both for external reporting and internal management purposes. Necessary managerial systems, such as strategic planning, budgeting, job descriptions, appraisals, quality management policies etc are in place. GDI reports that there are no legal or ethical issues arising.

There is also a clear separation of governance and management delegations. The governing board maintains an appropriate level of oversight and steerage to a well-established management team.

However, the evaluation team found the written reporting and analysis of learning outcomes to be underdeveloped in governance and management documentation. For example, there are limited records of the discussions of the governing board in relation to strategic goal achievement. Given the clear delineation of management and governance roles, further documentation would assist in ensuring that the members of the governing board remain sufficiently informed of educational outcomes in a timely manner, as learners progress throughout each academic year.

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: Youth Guarantee and Training Opportunities provision

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

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 expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

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 programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the EER process 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/>

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