



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report



People Potential Limited

Date of report: 13 January 2022

About People Potential Limited

People Potential is a large PTE with a long history of delivering foundation learning programmes. The 2018 merger with another training organisation significantly increased student enrolment and programme delivery. People Potential is currently operating across five campuses.¹

Type of organisation:	Private training establishment (PTE)
Location ² :	17 Keyte Street, Kensington, Whangarei
International Code of Practice signatory:	No
Number of students:	Domestic – 537 (as of May 2021) Māori – 365 (68 per cent) Pasifika – 52 (10 per cent) Under-25s – 341 (64 per cent)
Number of staff:	86 full-time (three on maternity leave), four part-time, and three casual
TEO profile:	See People Potential Limited on the NZQA website
Last EER outcome:	In 2017, NZQA was Highly Confident in People Potential’s educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Foundation Skills programmes: New Zealand Certificate in Foundation Level 1 (ID: 121463), and New Zealand Certificate in Foundation Level 2 (ID: 121464)• Business programmes: New Zealand Certificate in Business (Business and Administration) Level 3 (ID: 125941), and New Zealand Certificate in Business (Business and Administration) Level 4 (ID: 125943)

¹ Whangarei (main campus), Dargaville, Hamilton, Kaikohe and Papakura.

² This EER was conducted online.

- Early Childhood Education programmes: New Zealand Certificate in Early Childhood Learning and Care Level 2 (ID: 122094), New Zealand Certificate in Early Childhood Education and Care Level 3 (ID: 123633), and New Zealand Certificate in Early Childhood Education and Care Level 4 (ID: 126133)

MoE number: 9964
NZQA reference: C45389
Dates of EER visit: 27-29 July 2021

Summary of results

People Potential has meaningful self-assessment practices embedded at all levels of the organisation, and is committed to continuous improvement, quality education and genuine service to its learners and community. They have effective systems that contribute to strong educational performance.

Highly Confident in educational performance

As an alternative education provider, People Potential lives up to its name. Most of the learners who come to the PTE generally have had challenges in schooling or difficult life circumstances. At the PTE, these learners find their potential and can gain positive outcomes. Learners gain important life skills and qualifications that lead them to good career pathways and/or higher-level studies.

Highly Confident in capability in self-assessment

Course and qualification completion is strong and above the sector median and the Tertiary Education Commission (TEC) targets. Most of the learners are Māori and have high completion rates, the same as the overall population.

Programme design and delivery are appropriate to the needs of learners and stakeholders. The individualised learning plan considers the learner's goals and interests. The variety of activities (including practical work) ensures learners are engaged and involved in their learning. There is regular programme review, with input from staff and stakeholders to ensure relevance and currency.

People Potential provides an all-inclusive support to learners. The PTE's academic guidance and support sets up learners for success in their studies. Learners anonymously reported that the PTE goes above and beyond in helping them in other areas of their lives.

The People Potential culture is open, welcoming and whānau-centred. Both learners and staff feel valued.

The governance and management team effectively supports educational achievement. The PTE manages its compliance responsibilities well.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Learner achievement is strong. Course and qualification completion rates have increased over the last four years and exceed TEC targets as well as the sector median. Completion rates for Māori learners (roughly half of the student population) match overall completion rates.⁴</p> <p>People Potential assists learners in preparing for and getting their driver licence, as well as getting first aid training. Learners gain other important life skills, such as goal-setting, self-management, learning independently, confidence, increased literacy and numeracy skills, and general employability skills. Learners interviewed were able to articulate their goals and plans. They also reported increased levels of confidence and wellbeing as a result of their programmes.</p> <p>People Potential regularly monitors learner progress and achievement. At weekly team meetings, staff discuss attendance, progress and concerns, allowing them to provide extra support to learners in a timely manner. Staff understand the factors affecting achievement. The PTE produces a formal student progress tracking sheet every month. The PTE makes good use of its student management system to generate meaningful data, such as achievement sorted by ethnicity, by campus, by funding scheme or by programme. The PTE reports and discusses learner progress and achievement up to the governance and management level.</p>
Conclusion:	People Potential has high course and qualification completion rates. They have systems to ensure the data they collect leads to meaningful analysis and understanding of achievement.

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ See Appendix 1.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>As a training provider offering foundation learning and alternative education pathways to learners, People Potential provides valuable outcomes to its stakeholders and the wider community. Learners and stakeholders interviewed described the life-changing benefit of studying at People Potential.</p> <p>For many of the learners and their whānau, this is the first qualification they have achieved. Learners and their families consider NCEA (gained at the same time) as an important achievement. With their qualifications, graduates generally have positive destinations such as employment and further study. They become well-rounded human beings and productive members of the community – different from the lives they led before enrolling at People Potential.</p> <p>The programmes provide opportunities for further learning. For instance, learners who complete ECE level 2 progress to levels 3 and 4, getting better career pathways. The additional skills training offered to learners, such as driver licence and first aid, are valuable.</p> <p>People Potential adds value to the community. Employers get value by gaining skilled staff. The PTE is active in network groups and responds to community needs while ensuring that learners are involved in activities that benefit the local area.</p> <p>The PTE seeks graduate feedback on a regular basis and monitors graduate destinations every year. People Potential has participated in 19 consistency reviews in the last four years, all gaining satisfactory results.</p>
Conclusion:	People Potential provides significant value to its stakeholders and the community. The benefit to learners and their family is positive and life-changing.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The individualised learning method and the rolling enrolments are appropriate for People Potential's target demographics. The learning method provides the learner with an opportunity to learn in a subject area that interests them, rather than generic programmes, while the rolling enrolments mean that learners can enter a programme any time of the year.</p> <p>The PTE determines individual learning plans at the start of the programme, based on the learners' goals and aspirations. The plans are reviewed regularly to ensure they remain current.</p> <p>The PTE designs programmes with input from various stakeholders, ensuring the programmes are relevant. Literacy and numeracy are embedded, with assessments at various points of the programme to measure progress. Outside the classroom, practical activities are aligned with the learning outcomes, and contribute to learning and assessments. For example, learners assist in administrative and reception duties at the PTE and organise community lunches. The schedule also includes other activities, such as sports and gym sessions, to motivate learners.</p> <p>External moderation results are satisfactory. Internal moderation practice is sound and collaborative, which includes peer observation, group and inter-campus moderation, and using exemplar materials. Teaching staff participate in regular moderation training. The recent NZQA internal moderation report⁵ identified a concern in post-assessment moderation: the process does not lead the moderators to verify whether the learners satisfy all the requirements of the learning outcomes and if they are performing at the required level. While NZQA is requiring People Potential to modify its assessment and moderation policy to address this concern, the report also states that 'People Potential has demonstrated the capacity to rectify</p>

⁵ Programme Monitoring Report (Internal Moderation), New Zealand Certificate in Early Childhood Education and Care Level 3 (Ref: 123633), 25 November 2021.

	<p>any issues arising from the internal and external pre- and post-assessment moderation process’.</p> <p>The PTE does a comprehensive review of each programme every year, and liaises with relevant stakeholders, including the advisory board, to ensure the programme review captures their input. There are a range of feedback systems that gather input from students, graduates and stakeholders, including evaluation forms, surveys and informal networking.</p>
Conclusion:	The needs of students and other relevant stakeholders are well reflected in the programme design and delivery. Comprehensive review ensures each programme is current and relevant.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>People Potential has various initiatives to ensure students are supported and involved in their learning, and that their learning journey is as smooth as possible. Support starts from the time of enrolment. Prospective learners who are undecided about enrolling are given a trial period to see if the PTE and their target programme are a good fit for them. Once learners are enrolled, the PTE gives each learner an individual learning plan and identifies goals and learning needs, as well as any agencies that can assist the learners (e.g. Youth Service, counselling professionals). The schedule is flexible, to suit learners’ circumstances: i.e. teenage mothers, seasonal workers, or those with anxiety or mental health issues. Similarly, the PTE creates an independent plan agreement for learners who need ad hoc learning schedules due to unforeseen circumstances. Tutors also provide extra tuition or learning hours to learners when needed.</p> <p>The PTE’s support for learners is holistic. Learners get financial assistance if they need it (i.e. travel allowance/pick-up and drop-off service, temporary accommodation, learning resources, laptop, free food on campus). During the Covid-19 lockdown, the PTE provided care packages/food parcels to the learners and their whānau. Learners could also access a Covid hardship fund.</p>

	<p>People Potential endeavours to make the learning environment safe and comfortable for students. If a learner has a disability, the PTE has made the premises accessible. Learners can get regular counselling or other relevant professional help.</p> <p>Learners who were interviewed reported that the tutors are positive influences for them, build their confidence, and help them to improve and do better. Pastoral care is something People Potential feels strongly about.</p> <p>Learners are regularly updated about their learning progress, both informally and through the fortnightly student progress report. There is also a midpoint check of the individual learning plans to review goals and progress, and to identify any other concerns.</p>
Conclusion:	People Potential fully embraces its responsibilities within the interim domestic Code of Practice. ⁶ Pastoral care and support for learners is genuine and all-inclusive.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>People Potential has a clear strategy and direction. It has seen a sustainable and manageable growth following the merger with another PTE.</p> <p>The governance team is strong and effective, with a wealth of experience and active roles in the sector. The organisational structure provides clear layers of command within the management team and clear definitions of roles for staff. The governance and management team works together closely, with a high level of trust.</p> <p>Academic leadership is equally strong. Staff are qualified and genuinely passionate about what they do and making a difference in the learners' lives. Most of the staff have been in the organisation for many years, which confirms their satisfaction with how the PTE is run. Staff feel supported by management</p>

⁶ The Education (Pastoral Care of Domestic Tertiary Students) Interim Domestic Code of Practice 2019.

	<p>i.e.: having professional development opportunities; opportunities to move into various roles within the PTE; and having autonomy and resources (i.e. financial) to make decisions within their roles. Staff confirm the familial culture within the organisation. Support extends during Covid-19 lockdowns – staff have the resources to carry on with work, but more importantly are supported by management. The EER team saw many examples of the governance and management team looking after staff, so that the staff can, in turn, look after the learners.</p> <p>The PTE has ensured business continuity and that each part of the organisation works coherently.</p> <p>Self-assessment in this area is meaningful and contributes to the effectiveness of the leadership team in supporting educational achievement. There is regular reporting on achievement data and student progress, as well as regular review of systems and relevant data (e.g. staff turnover) to understand factors affecting performance. There are three parts to reviewing teaching staff performance, informed by: student evaluation; manager evaluation; and self-evaluation. In addition, the PTE tracks staff key performance indicators every month, and the manager and assistant manager are evaluated by their team twice a year.</p>
Conclusion:	People Potential has a strong governance and management team. They have effective systems and meaningful self-assessment practices that support educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>People Potential has comprehensive systems to effectively manage its compliance. Staff use tools (i.e. checklists) to ensure daily operations are consistent across campuses. The quality management system (QMS) is consistently reviewed and tested to ensure relevance and effectiveness. Each month, the chief executive and operations director (and relevant staff) review a particular section of the QMS. Staff input into establishing or reviewing systems is crucial to ensure relevant implementation.</p>

	<p>People Potential is well aware of its responsibility in having under-18 learners. The PTE conducts safety checks on staff (i.e. police vetting) every two years, and monitors when the checks need to be renewed.</p> <p>The PTE manages NZQA accountabilities well. They submit yearly attestations and required documents on time. The PTE meets and thoroughly monitors approved programme learning hours, including for learners on individual plans and flexi delivery. People Potential has participated in quality assurance activities such as external moderation and consistency reviews. Department managers check the credits gained by learners every week. The credits are generally reported to NZQA on time.</p> <p>People Potential has attested that they have implemented all six outcomes of interim domestic Code. The Code has been included in the policies and procedures of the QMS.</p> <p>People Potential's accreditation with the Ministry of Social Development is another layer of compliance which they have successfully met. The most recent TEC audit (2019) has one recommendation which the PTE promptly addressed.</p>
<p>Conclusion:</p>	<p>People Potential has comprehensive systems and tools to ensure it manages its compliance accountabilities effectively. All levels of the organisation are informed of their responsibilities.</p>

Focus areas

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

2.1 Focus area: Foundation Skills programmes

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Business programmes

Performance:	Excellent
Self-assessment:	Excellent

2.3 Focus area: Early Childhood Education programmes

Performance:	Excellent
Self-assessment:	Excellent

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.

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

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 1

Table 1. Qualification completion data by focus area (2017-2020)

Qualification Achievement	2017 Results		2018 Results		2019 Results		2020 Results	
NZC Foundation Skills Level One								
All	69.48%	95/146	68.33%	134/191	82.72%	216/272	78.65%	149/186
Maori	58.97%	61/107	64.86%	104/150	78.18%	165/214	78.66%	116/145
Pasifika	50.00%	2/4	50.00%	15/20	100%	22/26	76.83%	16/20
NZC Foundation Skills Level Two								
All	62.58%	118/193	68.94%	174/264	78.21%	246/305	87.35%	290/332
Maori	56.52%	68/120	63.30%	114/185	77.55%	170/210	87.60%	212/242
Pasifika	66.67%	8/11	80.00%	7/9	80.00%	26/32	79.59%	39/49
NZC Early Childhood Education Level Two								
All	50%	2/5	66.67%	8/12	100%	9/10	84.21%	16/19
Maori	50%	2/4	66.67%	4/6	100%	7/8	83.33%	10/12
Pasifika	n/a	n/a	n/a	0	n/a	0	100%	1/1
NZC Early Childhood Education Level Three								
All	n/a	n/a	85.71%	6/7	65.22%	15/23	69.23%	9/13
Maori	n/a	n/a	50.00%	1/2	61.54%	8/13	66.67%	6/9
Pasifika	n/a	n/a	n/a	n/a	50.00%	1/2	n/a	n/a
NZC Early Childhood Education Level Four								
All	n/a	n/a	n/a	n/a	n/a	n/a	100%	3/3
Maori	n/a	n/a	n/a	n/a	n/a	n/a	100%	3/3
Pasifika	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NZC Business Admin Level Three								
All	97.50%	49/61	94.77%	78/95	86.49%	76/93	91.49%	43/47
Maori	79.15%	18/26	87.51%	35/46	81.45%	51/66	89.29%	25/28
Pasifika	84.21%	4/6	100%	7/7	73.35%	5/7	75.00%	3/4
NZC Business Admin Level Four								
All	n/a	n/a	97.01%	26/28	96.77%	28/30	100%	18/18
Maori	n/a	n/a	85.71%	6/7	96.77%	14/15	100%	9/9
Pasifika	n/a	n/a	50%	1/2	100%	3/3	n/a	n/a

The Qualification % results are based on the now redundant TEC methodology for calculating Qualification completions. The methodology calculates the completed EFTS multiplied by the EFTS of the Qualification divided by the enrolled EFTS. The new TEC methodology measures on a cohort based system across multiple years depending on the level of the qualification. This cohort based measure is not able to be replicated in our Student Management System. The student number completion result is calculated from the ethnicity declared by the student at enrolment. As per TEC rules if a student identifies as both Maori and Pasifika then they will get counted in both ethnicity groups.

Source: Qualification achievement 2017-20

Table 2. Qualification completion data by funding scheme: Youth Guarantee (2017-20)

Total YG	2017 Results	2018 Results	2019 Results	2020 Results	Sector Median 2019
All Learners					All learners
All	71.10%	75.50%	77.70%	79.0%	56.30%
Maori	69.40%	73.70%	76.50%	79.40%	52.70%
Pasifika	63.20%	73.30%	67.50%	80.40%	53.80%
Level 1					Level 1
All	67.80%	74.40%	74.50%	82.5%	49.50%
Maori	65.30%	72.60%	74.30%	81.7%	47.90%
Pasifika	60.00%	77.80%	64.0%	92.6%	51.50%
Level 2					Level 2
All	75.20%	77.90%	80.90%	84.7%	55.50%
Maori	75.30%	76.0%	79.20%	85.1%	52.60%
Pasifika	66.70%	75.0%	73.30%	78.9%	49.80%
Level 3					Level 3
All	66.70%	62.5%	70.60%	94.06%	67.80%
Maori	60.0%	50.0%	62.50%	95.58%	63.30%
Pasifika	50.0%	50.0%	n/a	100%	63.60%

- Where a result exceeding 100% has been achieved due to the calculation system of TEC and Take2 Data base, this has been rounded to 100% for ease of understanding. (2017-2019)
- n/a = no enrolments at this level
- 0% = 1 student enrolled did not achieve qualification
- 2020 Sector median results are not available until after April SDR

Table 3. Qualification completion, course completion, and student progression by funding scheme: Youth Guarantee (2017-20)

Year	PP achieved	TEC goal	Youth Guarantee Medians (2017-2019)		
			PTE	ITP	Wananga
Course Completions					
2020	81.80%	66.00%			
2019	80.30%	65.00%	65.70%	72.10%	68.50%
2018 L1-L2	77.40%	69.00%	63.40%	69.00%	61.00%
2018 L3	64.30%	62.00%	72.60%	68.00%	46.50%
2017 L1 - L2	77.90%	69.00%	63.50%	65.80%	52.60%
2017 L3	70.80%	62.00%	71.80%	75.60%	53.70%
Qualification Completions					
2020	79.00%	n/a			
2019	77.70%	n/a	56.30%	65.50%	44.40%
2018 L1-L2	76.30%	69.00%	54.90%	59.30%	46.50%
2018 L3	62.50%	62.00%	63.60%	72.60%	50.00%
2017 L1 - L2	71.40%	69.00%	50.70%	53.20%	52.50%
2017 L3	66.70%	62.00%	62.80%	70.20%	57.40%
Student Progression					
2020	38.5%	46.00%			
2019	39.4%	45.00%	43.20%	44.50%	24.70%
2018 L1	53.40%	55.00%	40.00%	41.60%	19.20%
2018 L2	16.60%	38.00%	40.00%	41.60%	19.20%
2018 L3	27.30%	38.00%	40.00%	41.60%	19.20%
2017 L1	50.00%	62.00%	39.00%	45.20%	25.80%
2017 L2	22.10%	20.00%	39.00%	45.20%	25.80%
2017 L3	9.10%	20.00%	39.00%	45.20%	25.80%
<ul style="list-style-type: none"> • Qualification Completions – Goal was removed by TEC in 2019 • Student Progression – target and ways of measuring has changed quite a lot over the past 4 years • Student Progression 2018 Combined = 30.10% • Student Progression 2017 Combined = 33.50% 					

Table 4. Qualification completion data by funding scheme: SAC 1 & 2 (2017-20)

Total SACL1&L2	2017 Results	2018 Results	2019 Results	2020 Results	Sector Median 2019
All Learners					All Learners
All	72.80%	72.60%	75.90%	84.20%	56.30%
Maori	67.60%	69.80%	71.30%	83.10%	52.70%
Pasifika	69.20%	70.60%	77.80%	90.00%	53.80%
Under 25	71.90%	70.10%	69.30%	76.40%	
Level 1					Level 1
All	72.20%	70.50%	68.30%	83.50%	49.50%
Maori	61.40%	60.50%	64.90%	80.70%	47.90%
Pasifika	63.60%	n/a	50.00%	100%	51.50%
Under 25	50.00%	61.50%	66.70%	79.20%	
Level 2					Level 2
All	72.90%	73.00%	77.10%	84.50%	55.50%
Maori	69.10%	71.40%	72.20%	84.10%	52.60%
Pasifika	69.20%	70.60%	85.70%	85.70%	49.80%
Under 25	74.10%	71.10%	69.50%	76.60%	

- Where a result exceeding 100% has been achieved due to the calculation system of TEC and Take2 Data base, this has been rounded to 100% for ease of understanding. (2017-2019)
- n/a = no enrolments at this level
- 0% = 1 student enrolled did not achieve qualification
- 2020 Sector median results are not available until after April SDR

Table 5. Qualification completion, course completion, and student progression by funding scheme: Youth Guarantee (2017-20)

Year	PP achieved	TEC goal	SAC 1 & 2 Medians (2017-2019)		
			PTE	ITP	Wananga
Course Completions					
2020 L1-L3	85.80%	85.00%			
2020 L1-L2	91.50%				
2019 L1-L3	85.00%	85.00%	70.70%	71.70%	78.90%
2019 L1-L2	84.40%		80.30%	68.30%	81.50%
2018	78.60%	60.00%	76.40%	72.70%	73.41%
2017	75.70%	60.00%	74.40%	68.20%	75.70%
Qualification Completions					
2020 L1-L3	86.90%	n/a			
2020 L1-L2	84.20%	n/a			
2019 L1-L3	78.60%	84.00%	77.10%	53.60%	74.10%
2019 L1-L2	75.90%		66.91%	42.90%	74.90%
2018	72.60%	55.00%	66.90%	58.20%	67.70%
2017	72.80%	55.00%	70.80%	56.90%	65.40%
Progression to Higher Level Study					
2020 L1-L3	31.10%	87.00%			
2020 L1-L2	26.80%				
2019 L1-L3	32.5%	86.00%	41.00%	34.80%	27.00%
2019 L1-L2	32.5%		42.40%	47.90%	55.90%
2018	24.60%	40.00%	36.90%	47.40%	52.20%
2017	30.30%	40.00%	40.50%	46.40%	56.50%
<ul style="list-style-type: none"> • Removed retained in Study goal – as no data available from 2017 • Sector Medians for 2020 are not yet available. • 2019/2020 saw the combination of SAC funding's in the TEC commitments – included Levels 1-3 results. We have spilt the results above into two categories, SAC1 & L2 and also included L3 • Qualification completion removed in 2020 – however we still tracked results • Higher Level study massive jump from 2018/2019 – continued to increase even though Sector Medians did not come close to meeting TEC goal – People Potential had an organisation goal of 25% in 2020. 					

Table 6. Qualification completion data by funding scheme: SAC 3+ (2017-20)

Total SACL3+	2017 Results	2018 Results	2019 Results	2020 Results	PTE Median 2019
All Learners					All Learners
All	89.30%	86.10%	86.70%	88.10%	65.00%
Maori	89.00%	84.40%	83.90%	85.30%	60.20%
Pasifika	85.00%	87.00%	100%	83.30%	62.60%
Under 25	86.20%	84.90%	83.10%	86.80%	69.90%
Level 3					Level 3
All	89.40%	86.10%	86.10%	84.50%	71.10%
Maori	89.10%	79.60%	82.80%	81.80%	64.50%
Pasifika	76.90%	80.00%	100%	85.70%	67.30%
Under 25	80.00%	79.50%	81.10%	83.50%	71.30%
Level 4					Level 4
All	92.50%	81.00%	90.00%	96.20%	69.10%
Maori	88.00%	83.30%	85.70%	100%	61.10%
Pasifika	100%	100%	100%	75.00%	62.80%
Under 25	100%	100%	88.60%	100%	72.40%
Level 5					Level 5
All	88.90%	91.20%	85.70%	91.40%	66.80%
Maori	100%	90.30%	90.90%	90.60%	59.70%
Pasifika	n/a	90.90%	100%	95.50%	57.10%
Under 25	92.3%	87.00%	81.80%	92.40%	70.50%
Level 6					Level 6
All	66.70%	86.30%	100%	86.30%	39.80%
Maori	60.0%	100.00%	100%	100%	44.30%
Pasifika	50.0%	100.00%	n/a	100%	53.60%
Under 25	89.50%	89.50%	100.00	89.50%	62.70

- Where a result exceeding 100% has been achieved due to the calculation system of TEC and Take2 Data base, this has been rounded to 100% for ease of understanding. (2017-2019)
- n/a = no enrolments at this level
- 0% = 1 student enrolled did not achieve qualification
- 2020 Sector median results are not available until after April SDR

Table 7. Qualification completion, course completion, and student progression by funding scheme: Youth Guarantee (2017-20)

Year	PP achieved	TEC goal	SAC L3 Medians (2017-2019)			
			PTE	ITP	Uni	Wananga
Course Completions						
2020	90.90%	85.00%				
2019	88.70%	85.00%	82.00%	80.60%	86.70%	74.50%
2018	89.80%	85.00%	82.80%	79.90%	86.50%	74.40%
2017	95.00%	87.00%	76.00%	81.20%	86.70%	78.30%
Qualification Completions						
2020	88.10%	n/a				
2019	86.70%	85.00%	65.00%	53.30%	62.00%	71.30%
2018	86.10%	85.00%	64.80%	51.60%	62.90%	65.70%
2017	89.30%	88.00%	63.30%	52.40%	61.90%	68.20%
Progression to Higher Level Study <i>only up to L4</i>						
2020	36.20%	87.00%				
2019	37.20%	86.00%	41.00%	32.70%	88.10%	24.90%
2018	34.00%	26.00%	39.30%	32.40%	74.90%	26.50%
2017	45.40%	28.00%	36.00%	30.80%	73.50%	25.00%
<ul style="list-style-type: none"> • Results Via Nga Kete • Stopped counting student retention in 2017 so removed goal • 2020 Median results are not yet due • 2020 saw the combination of SAC L1-L3. TEC stopped counting qualification achievement from L3 and above – these results include all of SAC L3+ funding L3-L6 						

Source: Self-assessment

Appendix 2

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 fraud⁷*
- 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.*

⁷ 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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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 ITOs 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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 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 2016. 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). 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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