

Report of External Evaluation and Review

NETCOR Campus (NZ Education and
Tourism Corporation)

Confident in educational performance

Confident in capability in self-assessment

Date of report: 7 February 2014

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Final Report

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:	NETCOR Campus (NZ Education and Tourism Corporation) (NETCOR)
Type:	Private training establishment (PTE)
Location:	State Highway 1, Wairakei Road, Taupo
Delivery sites:	Rotorua and Tauranga
First registered:	26 August 1997
Courses currently delivered:	National Certificate in Mental Health (Mental Health Support Work) (Level 4)
Code of Practice signatory:	Not applicable
Number of students:	Domestic: 91 equivalent full-time students (European 35 per cent, Māori 60 per cent, Pasifika 3 per cent and others 2 per cent) International: nil
Number of staff:	Four full-time equivalents
Scope of active accreditation:	National Certificate in Mental Health (Mental Health Support Work) (Level 4)
Distinctive characteristics:	NETCOR was established in 1996 and has been delivering qualifications for over 16 years. Its key focus in relation to education and training has been to create opportunities and employment for Māori in education, health and tourism. NETCOR is the only PTE in the Waiariki region providing training in mental health support work. Its graduates provide, deliver and support

rehabilitation services that facilitate the recovery process for people experiencing serious mental or emotional distress. The National Certificate in Mental Health (Mental Health Support Work) is delivered over 42 weeks, where learners are required to attend face-to-face workshops of eight hours a week. Self-directed study and practice-based experience (work placements) make up the remainder of the course. The national certificate is the minimum recognised base qualification required for those who choose to work in the mental health sector.

Recent significant changes: With less than satisfactory results from the previous two external evaluation and reviews (EERs), NETCOR management has engaged a new education manager, tasked to work with the tutoring staff to review and improve the administrative, monitoring and reporting processes of the organisation.

In 2014, the National Certificate in Mental Health (Mental Health Support Work) will be changed to the National Certificate in Mental Health and Addiction Support (Level 4). The current cohort of learners, who complete their programme in 2014, will continue with the present structure of the qualification while those who commence their studies from January 2014 will study under the new qualification.

Previous quality assurance history: NETCOR was previously evaluated in 2012 after a poor result in 2010. In 2012, NZQA was Confident in NETCOR's educational performance and Not Yet Confident in its capability in self-assessment.

NETCOR was also unsuccessful in its application for accreditation and course approval to deliver the National Diploma in Mental Health (Mental Health Support Work) (Level 6).

Other: The NETCOR directors are heavily involved in the development and growth of the local iwi, Ngāti Tuwharetoa, through its business and cultural ventures, and are active in tribal governance.

2. Scope of external evaluation and review

The scope of the EER included the mandatory focus area of governance, management and strategy, and the National Certificate in Mental Health (Mental Health Support Work) (Level 4).

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 was conducted over two days by two evaluators who visited the two NETCOR teaching sites in Tauranga and Rotorua and the head office in Taupo. The evaluation involved engagement with:

- NETCOR governance board, including three of the directors¹
- NETCOR education and cultural advisor
- NETCOR education manager
- Three staff members, consisting of two tutors and the NETCOR student support services advisor
- 16 current students
- Nine individual stakeholders, comprising representatives from mental health providers in the Bay of Plenty region, and past learners.²

In addition to documents provided for the EER scoping exercise, the EER team sighted and was provided with learner management and operational policies, quality management system documents, self-assessment documents, and monitoring and review data (including destination and stakeholder and learner feedback surveys).

¹ Two other directors were unable to meet with the evaluators because of a whānau bereavement and other obligations.

² Two stakeholders were interviewed at the Rotorua site, and the remainder were interviewed by telephone.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **NETCOR Campus (NZ Education and Tourism Corporation)**.

- Learner achievement at NETCOR is good (in relation to Tertiary Education Commission (TEC) educational performance indicator data). Over 80 per cent of NETCOR graduates are second-chance learners with limited or no educational qualifications.
- The qualification provides value to NETCOR learners as the National Certificate in Mental Health (Mental Health Support Work) is the minimum standard required for practitioners in the mental health industry.
- Other stakeholders such as employers also get value from NETCOR's programme as the qualification is seen as contributing to raising standards of practice in the workplace as well as bringing credibility to an organisation through an increase in the accredited workforce.
- The education arm of NETCOR is more focused and much better supported by governance and management through having a clear purpose and vision in relation to the educational outcomes of NETCOR. This has brought about a much more inclusive working environment between management and tutorial staff, which was less visible during the 2012 EER. The impact of this change has seen:
 - Active involvement at a governance level, resulting in positive support to the new education manager
 - NETCOR being strongly premised on tikanga Māori philosophy, enabling it to effectively maximise the natural resources in the area as part of its education curriculum
 - Tutorial staff having an input into programme design and learner monitoring, which is leading to better communication and support between head office and the two teaching sites.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **NETCOR Campus (NZ Education and Tourism Corporation)**.

- The employment of a new education manager by NETCOR's governance group, to address the shortfalls identified in the previous year's EER, has led to an improved collaborative approach to operations, enabling greater inclusion of tutors in programme design and learner monitoring, leading to enhanced communications and support.
- Better self-assessment tools have brought about improvement in the transfer of data from the teaching sites to NETCOR's head office.
- The introduction of regular staff and management meetings has led to an improvement in the working relationship between tutors and management, where there is now a greater level of trust.
- Data is now being used effectively to assess learner progression and to provide sufficient evidence to make rational programme improvements. These improvements show that deficiencies identified in the 2012 EER have been addressed by NETCOR and provide NZQA with sufficient evidence to express confidence in NETCOR's capability in self-assessment.

Findings³

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**.

Learners undertaking the National Certificate in Mental Health (Mental Health Support Work) with NETCOR are achieving well. This is demonstrated by learners identifying career pathways within the mental health sector, the raising of workplace practice standards, and learners' increased confidence and ability to manage personal and work issues through increased knowledge and understanding of behaviour management. TEC educational performance data indicates that NETCOR has raised course and qualification completion rates from 70 and 60 per cent respectively in 2011 (which were acknowledged after being analysed by NETCOR as poor), to 79 and 79 per cent respectively in 2012. Of the 2012 graduates, over half, 52 per cent (35 graduates) had no tertiary education prior to enrolment, and of those, 30 per cent (20) had no tertiary or secondary qualification. In many instances, learners were being sponsored by their employers in an effort to ensure staff attained the qualification. Mental health providers commented that as a result of the NETCOR training, they were observing a definite rise in the workplace practice and standards of graduates and those learners on placement. This was important to providers as they are then able to verify to their funders that their organisation has suitably qualified staff and is capable of delivering contracted services. Provider responses were consistent in that they have observed staff coming back from the NETCOR programme being able to confidently apply the skills taught in real-life practical situations.

At a personal level, learners commented that through their participation in the programme they gain a better appreciation and understanding of mental health afflictions and resulting behaviours, and they now feel confident that they are more able to provide appropriate levels of support to tangata whaiora⁴ under their care. They felt that their capacity and capability in identifying and managing behavioural issues has also empowered them to apply these managing strategies in their own lives. This experience has meant that they are better informed to support tangata whaiora. Mental health providers' comments included observing workers being more tolerant of tangata whaiora and more decisive in decision-making and patient management.

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 Tangata whaiora is the Māori term for people seeking wellness, and is the recognised Māori term for people within the care of mental health providers.

In relation to self-assessment, NETCOR has improved its effectiveness by ensuring learner information is accurately recorded, monitored and used purposefully. Following the previous EERs, NETCOR acknowledged that there were issues relating to its self-assessment capability that required addressing. The immediate change for NETCOR was the appointment by its directors of a new education manager who was given the task of reviewing and analysing the processes and systems within the education arm of NETCOR. Through a much greater involvement of the tutors in monitoring and recording of assessment data, a more efficient and transparent system has been introduced where learner data is collectively analysed by management and tutors. This has seen the introduction of a learner development plan which records learner goals and aspirations at enrolment. At the commencement of every term, each learner's plan is reviewed by the tutors together with the learner to assess progress and, if required, set new goals. In addition to monitoring student plans, tutors utilise a range of strategies to ensure open communication exists between management as well as with the learners. These strategies include regular fortnightly meetings, production of learning reports twice yearly, attendance reports, learner and stakeholder evaluation feedback and destination outcomes data.

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**.

The mental health provider organisations interviewed for the EER were positive in their comments that they valued greatly the training outcomes achieved by their staff and placements resulting from the NETCOR programme. Health provider organisations said that, in addition to providing the base qualification for employees working in the sector, NETCOR's educational activities were helping to address the shortfall of suitably qualified staff in the sector. They also considered that the training and skills gained by learners from the NETCOR programme helped maintain (and in some instances raise) the professionalism and standards of the organisation considerably. The evaluation team sighted provider feedback reports gathered from satisfaction surveys that confirmed the interview feedback. One provider also added that their organisation attributed the renewal of some of their contracts for service to the credibility gained by employing appropriately qualified staff.

For learners, the value of having an appropriately approved tertiary qualification provided them with increased employment opportunities. As part of the programme structure, learners are required to undertake placement work with an approved mental health provider. Some learners and graduates commented that through the application of some of the skills taught on their programme, they not only enjoyed

their placement but in many cases were offered employment with the provider. One graduate who was interviewed said the value of the learning outcomes from the programme to her practice was that she could provide support to tangata whaiora from 'a position of knowing'. She added that this position of knowing gave her the confidence to actively participate in client discussions and meetings with a range of other professionals, including doctors and clinicians, where she was able to provide effective advocacy. The graduate's manager confirmed that learners from NETCOR were confident in their practice and that this increase in skills added greatly to his multi-disciplinary team.

NETCOR utilises a range of processes to help assess and monitor the value of the programme to its key stakeholders. These include analyses from learner satisfaction surveys, provider feedback, destination data and one-to-one interviews between learners and tutors to discuss learner development plans. These processes, which are now a regular activity of NETCOR, are providing a good level of information, which helps inform management decisions concerning programme effectiveness and improvement as well as learner progress. One example is a survey conducted with service providers regarding work placements. The analysis of the information indicated that many of the providers support this activity and are happy with the way learners are working while on the placement. Some of the feedback by providers expressed a view that their staff on the programme would benefit by being trained at a higher level. This has prompted NETCOR to consider developing a qualification pathway from the certificate programme to a diploma. This could potentially occur at the completion of the current Targeted Review of Qualifications (TRoQ) process, and confirmation as to the content of the new qualification, which is still being developed.

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**.

NETCOR has a good understanding of the needs of its key stakeholders, and its sole education programme is at an appropriate level for its enrolled learners. At enrolment, a 'learner development plan' is developed between the tutor and the learner, to record, as a baseline, the learner's personal and professional goals. At the beginning of each semester, these plans are reviewed by the tutor and learner to assess the level of progression and, if required, to establish new goals. Tutors commented that this activity is useful to them as it helps build rapport with them and gives the tutors valuable insight into the academic abilities of each learner, enabling them to adjust, where appropriate, programme content and style of delivery to accommodate different learning styles.

The implementation of the development plan is important to NETCOR because it allows the tutors to gauge learner educational levels so that the tutor can be aware of any learning difficulties learners may be experiencing and provide appropriate support and guidance. A number of learners with NETCOR have experienced, or have had family or close associates who have experienced, mental illness and at times require more support and tutor time. As such, the information gathered at the enrolment stage enables the NETCOR tutors to adjust the style of teaching to suit. As evidence to demonstrate this, learners, graduates and tutors commented that with the small and manageable class numbers, tutors are able to spend more one-to-one time with learners, who can at times struggle with the programme content. One learner attributed her attendance and continuance on the programme to the support provided by the tutor. In addition, the small class numbers provide flexibility for the tutor to let learners incorporate practical scenarios from work placements and places of employment into class sessions. The benefit for learners is that they can use real-life examples to illustrate the theory being taught on the programme and to develop appropriate resolutions and solutions.

The evaluation team noted from key informant interviews and stakeholder feedback survey reports that NETCOR, and in particular its tutors, is able to quickly identify learner strengths and weaknesses and is therefore able to ensure that the programme addresses or supports learners appropriately. Through regular tutor and learner interviews, together with ongoing communication with provider organisations, NETCOR is able to monitor learner progress both in the classroom and externally. The needs of stakeholders are able to be acknowledged and addressed through analyses of provider surveys, moderation reports, TEC returns, learner evaluations and provider evaluations. NETCOR's growing use of a range of learner and provider information confirmed to the evaluators that it has implemented systems that provide meaningful data. There is a concerted effort by the new management team to actively involve all staff in programme improvements and reviews, which has had a significantly positive impact on the morale of the organisation.

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**.

Much of the feedback from learners and key stakeholders, particularly those mental health providers that recruit graduates or sponsor staff to attend the NETCOR programme, expresses similar views: that the tutors and their teaching styles are having a positive impact on learners and are contributing to the raising of the professional standards of their organisations through the application of skills learnt. The two tutors are both suitably qualified and each has their own strengths based on experience of working in the mental health sector at operational and

management levels, as well as experience in teaching within the general health sector and at tertiary institutions. This experience, together with small class sizes, enables the tutors to provide a close teacher-student relationship almost akin to one-to-one training. Learners commented that the tutors often take time to provide extra tuition outside of regular class times as catch-up sessions.

Teaching effectiveness is regularly monitored and assessed by management, through class observations⁵, analyses of learner and other key stakeholder evaluations, and annual performance reviews. The tutors and the education manager attend moderation with the Careerforce industry training organisation twice yearly. The evaluators were able to see and hear of the close collegial relationship between the two tutors and the head office management staff, which is also attributed to an increase in good engagement and support for each other. Evidence sighted also showed that the tutors are active in requesting professional development so that they remain up to date with current teaching methods. As part of their overall strategic intent, the NETCOR directors have included professional development as part of their planning to ensure all staff are adequately trained and resourced. These processes demonstrate that NETCOR has made positive changes since the previous EERs to the way it assesses its operations and uses the data to make informed decisions.

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**.

The focus on developing learners from within a caring and supportive context characterises the way in which learners at NETCOR are well guided and supported. Evidence presented to the EER team showed that this style of support is consistent with the values of whanaungatanga (strong supportive relationships) within NETCOR, and was evidenced in practice at both learning sites. An example that clearly shows the depth and level of the support to learners was that of a learner who could not read or write and was also skilled at masking this from colleagues at his work as well as from the other learners. When one of the tutors became aware of the issue, the tutor approached the learner's employer, who was unaware of the problem, and a plan of learning was developed to support the learner to read and write. The learner made very good progress, has improved their literacy and numeracy skills significantly, and is still employed at the same place. Other examples already mentioned include offering learners catch-up sessions during the term breaks, tutors using their own networks to broker placements for learners, and

⁵ These are conducted by the education manager twice yearly in addition to an annual peer review.

staff providing transport for learners to attend the compulsory noho marae component of the programme. These seemingly insignificant activities have been very well received by the learners, many of whom are second-chance learners who have little or no tertiary study experience, and some of whom are also in full-time employment. The extra support has given these learners the motivation to continue and complete their qualification.

Learner feedback evaluations and regular one-to-one tutor-learner contact provides NETCOR with sufficient information about how learners can best be supported, and to ascertain whether the level and degree of support is sufficient. The implementation of a learner development plan and its subsequent reviews throughout the year are a primary resource for tutors to gauge the level of appropriate support for the learner. The reviews provide tutors with sufficient opportunities to actively engage with the learners, use the data to generate dialogue and be able to see first-hand how the learner is progressing, identify any issues, and ensure these are addressed. The evaluation team noted that every stakeholder interviewed commented positively on the guidance and support provided by NETCOR and that there were no records of any student complaints.

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**.

The poor results from the previous two EERs and the requirement to undertake a third EER have required the directors of NETCOR to take a more proactive involvement in the education arm of the organisation and address the concerns raised in the two previous evaluations. To their credit, the directors took responsibility for the results of the previous EERs, identified areas of concern, and made decisions to address them. There is good evidence to indicate that the capability and capacity of the governance group is sound, having been successfully involved in the tourism industry for over two decades in the Lake Taupo region. In addition, the directors have proven experience of working in a corporate governance environment through involvement at senior tribal governance levels. The most significant change for NETCOR has been the engagement of a new education manager who, after identifying some systemic issues, has established more inclusive and transparent processes that actively involve the two tutors. This has led to a more collaborative and collegial working environment which has had positive impacts on learner engagement and learner results.

At a strategic level, there has been a re-centering and realignment of the original intent of the organisation which is to utilise the natural resources of the region as a place of learning, healing and support, underpinned by tikanga Māori principles of the local iwi. This has led to the governance group being clear about its purpose,

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with a genuine intent to give back to their people and contribute positively to the local region. The resultant impact is an increased involvement by the directors in the education arm of NETCOR, providing a more supportive role for the new management structure.

In relation to self-assessment capability, the instigation of regular governance, management and staff meetings, a review and update of the organisation's quality management systems, and improved lines of communication from the tutors through to management all indicate that NETCOR is addressing the issues raised in the two previous EERs. The evidence suggests that changes are having a positive impact on learners and the learning environment. The active involvement of the NETCOR directors is ensuring that good governance oversight reinforces the new change regime and is contributing to a much improved process of reflection within the operations of NETCOR. Despite most of the changes taking place as a result of the previous EERs, and therefore being recent changes (within the last 12-18 months), the evaluation team considers that NETCOR is performing at a satisfactory level overall, and is providing a positive learning environment that is supportive of learners both at a personal level and educationally.

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: National Certificate in Mental Health (Mental Health Support Work) (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

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

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 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 External Evaluation and Review (EER) Rules 2013.

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).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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