

Report of External Evaluation and Review

2 Meke Training

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 18 January 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:	Whangarei
Type:	Private Training Establishment
First registered:	2006
Number of students:	Domestic: 18 students
Number of staff:	One full-time equivalent
Scope of active accreditation:	NQF accreditation from a range of subfields and domains. The subfields and domains that 2 Meke Training uses for its current courses include unit standards that lead to the National Certificate in Food Production (Level 2) and the National Certificate in Employment Skills.
Sites:	Whangarei
Distinctive characteristics:	Many of the enrolees have been referred by the Ministry of Justice.
Recent significant changes:	NA
Previous quality assurance history:	The organisation was previously quality assured by NZQA in 2008 against QA Standard One, the quality assurance standard then in force, and the two requirements not met related to personnel appraisals and programme review.
Other:	The directors of 2 Meke Training have strategically forged and maintained commercial and community relationships to enable their students to access actual work experiences both on and off site.

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review of 2 Meke Training included the following mandatory focus area:

- Governance, management, and strategy.

The programme focus area was:

- Hospitality: Food Production Plus.

The organisation only offers one programme so this was a whole-of-organisation EER.

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 document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

Prior to the EER visit, 2 Meke Training provided the external evaluation and review team with a self-assessment summary.

During the visit, the evaluation team met with key staff, including the owners, manager, students, stakeholders, and tutor. While on site, the evaluation team viewed a range of documents.

2 Meke Training will have an opportunity to comment on the accuracy of this report, and submissions received will be fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **2 Meke Training**.

Key reasons include the following.

- 2 Meke Training sets its educational outcomes beyond those of the requirements of the funding agency, the Tertiary Education Commission (TEC), and has consistently exceeded the contracted outcomes. TEC has acknowledged these achievements by granting an additional five funded learner places for 2011.
- There was ample feedback from a variety of key stakeholders to confirm that the programmes offered by 2 Meke Training meet their needs and are valued. These stakeholders include the learners, industry, whānau, community, business, and iwi affiliations.
- The directors of 2 Meke Training have strategically forged commercial and community relationships to enable their students to access actual work experiences both on and off site to demonstrate skills acquired through the training. The relationships include those with prospective employers.
- Students interviewed by the evaluation team endorsed the value of the training they received, including skills learned, personal development, and raised self-esteem, increasing their confidence to work positively with people “we would not normally interact with”.

Collectively, these activities and reasons demonstrate the purposeful and effective direction of 2 Meke Training, and the collective effort of the directors, management, and staff resulting in positive outcomes for the learners and the wider community.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **2 Meke Training**.

Key reasons include the following.

- The organisation has improved its processes for gathering, analysing, and using stakeholder input. Successful strategies to ensure graduates are accessing employment opportunities against strong competition demonstrate how the information is used to improve education outcomes and achievement. The strategies, which include actual work experience opportunities, have produced the excellent outcome statistics of the last two years.
- 2 Meke Training has made changes to its programme, enabling students to access work experience opportunities earlier, addressing students’ request for increased practical training components.

- The organisation was not re-contracted to offer the Foundation Learning programme, losing the services of a specialist literacy and numeracy tutor. 2 Meke Training has put other measures in place to replace this tutor; however, management, tutor, and students note that these measures have not produced the same level of satisfactory literacy and numeracy support.

Self-assessment practices are neither structured nor comprehensive. However, the size of 2 Meke Training and the speed and flexibility with which it reacts to situations and changes that affect the organisation are such that current self-assessment practice is fit for purpose. The organisation's strong focus on seeking and responding to stakeholder needs enables it to continue to meet those needs. In future, the organisation will need to use its self-assessment learning more proactively to ensure it is best placed to meet the challenges of the increased number of places for 2011 and the additional literacy and numeracy support requirements.

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**.

2 Meke Training consistently exceeded its contracted outcomes over the last two years. The TEC key performance indicators require the following outcomes: occupancy rate, 75 per cent; labour market outcomes, 60 per cent; and unit standard achievement of 20 credits. 2 Meke Training recorded the following outcomes: 96 per cent, 74 per cent and 20 credits respectively for 2008; and 87 per cent, 77 per cent and 33 credits respectively for 2009. TEC has notified 2 Meke that it will fund an additional five learner placements for 2011, acknowledging the organisation's high performance in meeting its contracted outcomes, including educational achievement.

2 Meke Training has forged and maintained strong stakeholder relationships in the community and the commercial sector, providing a variety of actual work experience opportunities for its students on and off site. Some of these work experience opportunities have led to full-time employment. Stakeholders interviewed by the evaluation team spoke positively of the effort and drive by the organisation to initiate and maintain catering work experience opportunities, for example catering the local Māori business association and city council breakfasts on site, and assisting with catering at marae functions and iwi judicial hearings. Repeat business opportunities confirm that the service meets these stakeholder needs and training is relevant.

Students spoke highly of their increased self-esteem, which supplemented the education and skills received.

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**.

There was strong evidence to demonstrate that 2 Meke Training is providing training valued by its stakeholders. 2 Meke Training has worked hard to establish and maintain networks in the hospitality industry, the wider commercial sector, and in the community. As previously reported, stakeholders spoke highly of the drive and efforts of the organisation. It uses both voluntary and commercial events to give practical opportunities for its students to practise their newly acquired hospitality and food production skills.

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

The organisation actively seeks and responds to ongoing formal and informal stakeholder feedback to ensure that training remains valued. The evaluation team interviewed a variety of stakeholders who endorsed the written evaluations collated by the organisation.

Students value the training as they are able to use acquired skills in practical work experience components. Many of the students are referred by the Ministry of Justice and through the training develop an appreciation of the teaching and support provided by 2 Meke staff. The training is valued as it affords the opportunity to work with people in different fields and in different catering scenarios.

The families of these students have expressed their appreciation at being able to be present at enrolment and for receiving ongoing progress and support visits by the directors. They have noted the positive changes in their children's attitudes, behaviour, and ability levels.

Training is valued by the community, as students who had previously come to the attention of the courts are being trained and then successfully involved in work experience opportunities in the community, such as in marae, city council, and business function catering and for some, employment. Just as families have noted a positive change in attitude, so have these potential employers.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

The organisation identifies student goals and needs on entry and uses individual learning plans to monitor student progress in meeting these goals. 2 Meke Training identified that including whānau during this induction period ensured that all parties are aware of the expectations of the organisation, the whānau, and the student. Students were also buoyed by this whānau support. The organisation initiated a voluntary work experience week prior to starting classes to give students the opportunity to experience the practical aspects of the training to gauge if it meets students' expectations. The organisation identified the practical components of the training and work experience opportunities as instrumental in retaining students.

2 Meke Training previously employed a literacy and numeracy tutor, but is no longer funded to deliver the Foundation Learning programme. The funding contractor (TEC) concluded that 2 Meke Training did not meet the criteria for ongoing funding. The organisation put in place remedial measures to continue literacy and numeracy support, including weekend wānanga, but management, the tutor, and students agree that these measures have not been as effective as the support provided previously. 2 Meke Training has concluded from feedback and its own analysis that a literacy and numeracy tutor on site is preferable, and it is negotiating how it might implement this with current staffing.

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**.

The tutor is well qualified, experienced in the field, and has retained industry networks and currency through part-time weekend employment in the industry. The students' evaluations concerning the programme and tutor are positive. The tutor is aware of the students' backgrounds, is empathetic to the challenges they face and is keen to help them progress in their studies.

Moderation reports by the standard-setting bodies, NZQA and the Hospitality Standards Institute (HSI), note that 2 Meke Training has met the national standard for its assessment activities. The teaching and assessment materials are purchased from HSI.

The directors and tutor have incorporated and built up the practical components in the course and have networked with community and commercial entities to provide actual hospitality and catering work opportunities. The students commented on the learning they have gained and also the raised confidence to socially interact with people they would not usually interact with.

Following less than satisfactory education outcomes in the first year of training in 2007, the directors put in place measures to ensure they met contracted outcomes for 2008 and 2009. These measures included changes to the programme structure and delivery. The changes included upgraded resources, flexibility with delivery, and the use of tuakana-teina² peer teaching principles.

As previously reported, the area still requiring improvement is literacy and numeracy support.

² Tuakana/teina refers to the relationship between an older (tuakana) person and a younger (teina) person and is specific to teaching and learning in the Māori context. Within teaching and learning contexts, this can take a variety of forms:

- Peer to peer – teina teaches teina, tuakana teaches tuakana.
- Younger to older – the teina has some skills in an area that the tuakana does not and is able to teach the tuakana.
- Older to younger – the tuakana has the knowledge and content to pass on to the teina.
- Able to less able – the learner may not be as able in an area, and someone more skilled can teach what is required.

http://www.tki.org.nz/r/hpe/exploring_te_ao_kori/planning/methods_e.php

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**.

Students interviewed by the evaluation team confirmed the excellent support they received at 2 Meke Training. The organisation transports students to and from training. A number of the students have been referred by the Ministry of Justice, and transport support extends to medical and other appointments. The directors are known to the students and their whānau and also assist with support beyond the training site. The directors have found that, while providing this support can be challenging, it is a necessary part of pastoral care as it minimises barriers to learning.

There was evidence to show that students found the information they received prior to enrolment and the expectations of the programme to be accurate and the whole experience of the enrolment process to be very efficient and positive. As previously stated, the inclusion of their whānau is beneficial to the process.

The students are provided with uniforms during class and for practical work experience activities. 2 Meke Training also provides clothing for employment interviews and “makeover and hairdressing” opportunities. The students comment that this support builds confidence in presenting to work experience or interview situations.

Literacy and numeracy support has previously been reported.

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

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**.

The directors clearly support educational achievement and reacted quickly to improve results, as exemplified by the actions to lift educational outcomes in 2008 and 2009. The strategies have continued for 2010, and results to date signal that the organisation is likely to continue this trend.

The directors value staff providing updated teaching and technological resources. Staff are actively encouraged to pursue professional development opportunities and have engaged in literacy and numeracy and self-assessment training. The organisation was not re-contracted to offer the Foundation Learning programme, losing the services of a specialist literacy and numeracy tutor. It has put alternative measures in place to replace this tutor; however, management, tutor, and students note that these measures have not produced the same level of satisfactory literacy and numeracy support.

One of the strengths of the organisation is the strong networks forged in the community and the commercial sector. The directors ensure that service to these stakeholders is highly

valued and appreciated so that return business is assured. In turn, these stakeholders provide practical work opportunities for the students.

The evaluation team found that the self-assessment processes used by 2 Meke Training are different to those used by other training establishments, but work for them. Proposed growth in 2011 may provide challenges to the current practices. However, if 2 Meke Training uses the learning gained so far, this will strengthen self-assessment practice.

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 **Excellent**.

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

2.2 Focus area: Hospitality: Food Production Plus

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.

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 TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and the New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

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

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

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

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

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

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