

Report of External Evaluation and Review

Literacy Aotearoa Training

Confident in educational performance

Confident in capability in self-assessment

Date of report: 27 February 2015

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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:	Literacy Aotearoa Training
Type:	Private training establishment (PTE)
Location:	449 Richmond Rd, Grey Lynn, Auckland
Delivery sites:	Multiple 'Poupou' sites (45) throughout New Zealand
First registered:	10 April 1994
Courses currently delivered:	<p>Literacy Aotearoa delivers a number of lower-level programmes and Literacy Aotearoa also delivers literacy educator development programmes which are:</p> <ul style="list-style-type: none">• Certificate of Adult Literacy Tutor Training (Level 5)• National Certificate in Adult Literacy and Numeracy Education (Educator) (Level 5)• National Certificate in Adult Literacy and Numeracy Education (Vocational Tutor/Lecturer or Workplace Trainer) (Level 5) <p>Literacy Aotearoa also delivers courses that focus primarily on literacy and numeracy needs, in particular:</p> <ul style="list-style-type: none">• Workplace Literacy• Community Literacy

Code of Practice signatory:	Not applicable
Number of students:	<p>Approximately 241 EFTS (equivalent full-time students)</p> <p>Approximately 8,132 learners across all areas from mid-2012 to mid-2013 (33 per cent Māori, 9 per cent Pasifika, and 16 per cent other)</p> <p>No international students</p>
Number of staff:	20 FTEs (full-time equivalents) based at national head office; approximately 52 managers and 957 tutors based at the 45 Poupou
Scope of active accreditation:	<p>Literacy Aotearoa has consent to assess in multiple domains, typically in lower levels of the New Zealand Qualifications Framework, along with several unit standards on their own.</p> <p>Supplementary to this, Literacy Aotearoa has accreditation to deliver to level 5 in the domains of Adult Literacy and Numeracy Education, and Adult Literacy Educator.</p>
Distinctive characteristics:	<p>Literacy Aotearoa is a national organisation of adult providers with 45 members (Poupou) located throughout Aotearoa/New Zealand. Its mission is ‘to develop, promote and deliver accessible quality literacy services designed to ensure the peoples of Aotearoa are critically literate’.</p> <p>Literacy Aotearoa has a fundamental commitment to student-centred learning, at no direct cost to the learner, seeking to enable and encourage learners to take ownership of and responsibility for their educational commitments and achievements.</p> <p>Literacy Aotearoa offers individualised learning programmes to meet the needs of local communities in both one to one and group settings, in a range of learning environments, including marae, homes, prisons, community houses, Foundation Focussed Training Opportunities programmes and workplaces.</p> <p>Literacy Aotearoa participates in literacy educator development, delivering training for qualifications, advocacy and support for providers, and professional development.</p>

Recent significant changes:	<p>Literacy Aotearoa has recently acquired programme approval for:</p> <ul style="list-style-type: none"> • Certificate in Work and Community Skills (Supported Learning) (Level 1) • Certificate in Employment Skills (Level 1) • Certificate in Mathematics (Level 1) • Certificate in Mathematics (Level 2)) • Certificate in Computing (Level 2) • Certificate in Business Administration and Computing (Level 2)
Previous quality assurance history:	<p>This is Literacy Aotearoa's first external evaluation and review (EER). At its 2009 audit, Literacy Aotearoa met all requirements of the standard applicable at the time.</p>
Other:	<p>Literacy Aotearoa is a treaty-based organisation operating in accordance with Tino Rangatiratanga and guided by Manaaki Tangata. The organisation provides a service to all adults needing literacy assistance and actively recognises and implements Māori as well as non-Māori practices in the provision of adult literacy tuition.</p> <p>The national office is based in Tamaki Makaurau/Auckland. Staff from the national office are responsible for managing the funding allocation to Ngā Poupou (Literacy Aotearoa member providers), responding to national issues through submissions and advocacy on literacy matters, support to Ngā Poupou through correspondence and information on educational matters, development of new groups and initiatives, and national training and accountability for the national outputs of the organisation.</p> <p>Literacy Aotearoa manages numerous service delivery contracts through funding contracts held with the Tertiary Education Commission (TEC). These include: Adult and Community Education programmes; Intensive Literacy and Numeracy programmes; Workplace Literacy Fund programmes; and Foundation Focussed Training</p>

Opportunities programmes.

2. Scope of external evaluation and review

The scope of the EER included the mandatory focus area of governance, management and strategy, and focus areas that included:

- National Certificate in Adult Literacy and Numeracy Education (Educator) (Level 5)
- Workplace Literacy.

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 Literacy Aotearoa at the national office premises in Grey Lynn, Auckland. The evaluation team also visited the Literacy Waitakere Poupou in New Lynn, Auckland as well as visiting a workplace literacy site. The evaluation team had involved engagement with:

- Literacy Aotearoa Te Koruru (board) members (by phone)
- Literacy Aotearoa's Tumuaki (chief executive officer)
- Various staff members including programme leaders, tutors and administration staff
- Current and past learners
- Stakeholders comprising representatives of local businesses, Poupou members and managers.

In addition, the evaluation team reviewed a range of operational documentation, including but not limited to strategic planning materials, management calendars, staff meeting minutes, Te Poutama Painga (quality management system), self-assessment material, moderation reports, enrolment information and policies, comprehensive course information and the student handbooks, student writings, workplace reports, and various research reports and documents.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Literacy Aotearoa Training**.

Literacy Aotearoa has been at the forefront of meeting the literacy, language and numeracy (LLN) needs of large sectors of the wider New Zealand community for over 30 years. Three goals drive the activities of Literacy Aotearoa: Kaupapa (Walking the Talk); Mahi Tahī (partnership and Collaboration); and He Whānau Ako (Communities of Quality Practice). These goals and their associated performance indicators permeate the organisation's key documents, including its strategic plan, business plans, project plans and staff performance plans. In this respect, Literacy Aotearoa continues to provide an exemplar for workplace and community delivery of LLN education, illustrated by over 8,000 learners accessing Literacy Aotearoa services from mid-2012 to mid-2013.

Literacy Aotearoa has progressively expanded its services, involved itself in literacy initiatives and actions, and increased the number of people accessing literacy, language and numeracy tuition and support. These services directly and significantly contribute to realising the organisation's goals and providing critically literate communities.

Additionally, the evaluation team saw clear and comprehensive evidence that Literacy Aotearoa is meeting all, or nearly all, of the most important needs of learners and other key stakeholders. There was also clear evidence of highly effective processes that clearly contribute to learning and other important outcomes for stakeholders.

While Literacy Aotearoa has achieved high rates of course completion in Student Achievement Component (SAC)-funded programmes, the qualification achievement data rate has fluctuated over recent years¹. It appears that qualification rates are improving although the evaluation team was not able to confirm this during the visit.

Literacy Aotearoa has had variable national external moderation results for NZQA-managed standards during the period 2010 - 2012 resulting in a moderation action plan being developed and accepted by NZQA in May 2013. The assessment issues identified raise questions about the validity of credits being reported for NZQA-managed standards. However, the evaluators saw evidence of actions being implemented, such as scheduled professional development activities for assessors throughout 2013.

¹ Literacy Aotearoa advised the evaluation team that the published qualification data was unreliable for 2010 and 2011 due to issues related to the Student Data Return (SDR). NZQA accepts the explanation and notes that Literacy Aotearoa had taken reasonable steps to resolve the issues with the relevant government agencies.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Literacy Aotearoa Training**.

Literacy Aotearoa is taking concerted steps to implement robust processes to strengthen its self-assessment capability both at its national office and within its 45 Poupou throughout New Zealand. This is exemplified in the revision of the Te Poutama Painga, in 2012 to incorporate key evaluation questions, which provides a useful framework for staff to interrogate their practices and processes in order to best meet the needs of learners and the communities they serve. The evaluation team is confident that Literacy Aotearoa is making good progress in involving the wider organisation in self-assessment and using the findings to improve outcomes for learners and stakeholders.

The evaluation team saw evidence of regular reporting, enabling the organisation to track its performance and achievements. Furthermore, Literacy Aotearoa has a consistent approach to planning, which is tracked through its investment, strategic and business plans. Project plans are established for each area of operation. The key performance indicators associated with these plans are the basis of job descriptions, monitoring and reporting.

Literacy Aotearoa also undertakes regular internal audits and reviews of its systems to identify potential and actual risk. A review subcommittee oversees review processes and results, meeting twice a year. Resources, delivery sites and learning environments are included in the organisation's internal audit and form part of the student evaluations. Where the outcomes of the internal audit are not satisfactory, action plans are established to address the non-compliance.

Additionally, Literacy Aotearoa evaluates all of its high-priority programmes and activities on an ongoing basis, along with periodic reviews of other areas. This self-review is especially pertinent at present as Literacy Aotearoa seeks to restructure its organisation to have the ability to best meet the future needs of its key stakeholders.

Stakeholder responsiveness is a positive feature of Literacy Aotearoa's operations, giving the organisation a clear picture of its effectiveness. The organisation uses a range of hui and evaluation mechanisms to collect data and continually improve its services and products. The evaluation team witnessed an evaluation hui in progress at the time of the EER site visit.

Self-assessment processes are also supported by an active research culture with research outputs related to educational processes and outcomes. Literacy Aotearoa is actively involved with other external organisations such as Ako Aotearoa and Te Puni Kokiri in the development of pilot programmes that address the LLN needs of selected communities.

Findings²

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 commonly have one of two goals when studying with Literacy Aotearoa. The majority have struggled to gain a critical competency in literacy, language and numeracy and are seeking the acquisition of these skills. Conversely, other learners have a desire to tutor and support other learners to meet their LLN needs. The evaluation team saw examples of where some learners had progressed from obtaining the first goal to achieving the second, a significant accomplishment given the previous difficulties that these learners have experienced in their own learning.

The evaluation team was told by past learners of Workplace and Community Learning that they gained soft skills, and examples were given of being able to support their children in their homework. Learner confidence increased and they discovered they were capable of acquiring skills they previously thought were unobtainable. Learners gain confidence to fill out forms, complete tasks in the workplace and at home and improve their communication skills. Evaluators saw evidence of graduates gaining employment and engaging with further study. Examples of 'Student Writing Events' were provided and the 2012 Student Writing Booklet provided further evidence of learner achievement, a noteworthy accomplishment for learners with previously limited ability to complete written tasks.

For those foundation programmes that are not NZQA course-approved, Literacy Aotearoa uses Learner Goal Achievement as its measure. The benchmarks of achievement are established through discussions between each student and their tutor. The benchmarks are set out as learning goals within each learner's individual learning plan and are set to address the student's literacy, language and numeracy needs, and learning aspirations. The following chart outlines achievements over the past three years.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Learner goal achievement (Foundation Programmes)						
Year	Total	Fully met		Continuing		Withdrawn
2010	6,926	1,171		4,782		973
		17%		69%		14%
		Fully met	Partly met and withdrawn	Partly met and continuing	Not yet met and continuing	Not met and withdrawn
2011	7,993	2,596	460	2,152	1,949	836
		32%	6%	27%	24%	10%
2012	8,132	1,743	285	2,331	3,102	671
		21%	4%	29%	38%	8%

Although the percentage of 'not met and withdrawn' combined with the 'partly met and withdrawn' has fallen from 16 per cent in 2011 to 12 per cent in 2012, providing a positive result, the percentage of learners who have fully met goals has also decreased. However those learners continuing with study has increased. Literacy Aotearoa has used its Tada management system to track and analyse these results highlighting changes in government policy and employment issues as contributing factors in the decreases. Literacy Aotearoa cite late enrolments for the increase of learners continuing study (into the following year).

Another tool that Literacy Aotearoa uses to measure success of the programmes is the TEC online learning progressions tool. Of the LLN assessment data for 1,383 learners, Literacy Aotearoa found:

Progressions – step gained	Progress made within step	No progress
428 students, 31%	671 students, 49%	284 student, 20%

Although 20% of students show no progress, there is an overall 80 per cent progression, a good result for LLN programmes.

For the Certificate of Adult Literacy Tutor Training and the National Certificate in Adult Literacy and Numeracy Education, the educational performance indicators as published on the TEC website for the past three years are:

Year	2010	2011	2012
Course Completion	97%	98%	96% (unverified)
Qualification Completion	Suppressed	32%	72% (unverified)

These are strong course completions. The qualification completion rate in 2011 was 32 per cent. However, this rose dramatically the following year to 72 per cent, indicating a strong result. Literacy Aotearoa highlighted the two-year cycle of the qualification as a contributing factor to fluctuating qualification completions; this is confirmed for the non-verified results for 2012. As noted earlier, Literacy Aotearoa has sought to resolve reporting issues arising from SDR reporting for TEC. However, it is difficult to be confident on the basis of the data available that Literacy Aotearoa is achieving sustained levels of qualification completion.

Literacy Aotearoa has had variable results in the national external moderation of NZQA-managed standards during the period 2010 – 2012. The poor results in 2010 and 2012 raise questions about the validity of credits being reported for NZQA-managed standards. Literacy Aotearoa has developed an assessment and moderation action plan which was accepted by NZQA in May 2013. Evidence of the outcomes of improved assessment and moderation practices will not be available until the 2013 national external moderation results are available.

Literacy Aotearoa does assess performance data throughout the year. Data is also brought together on a regional basis, where individual Poupou strategies are shared. For example, good practices for working with youth/Māori/Pasifika are discussed. Likewise, national office conducts monthly meetings where management reports track progress in particular focus areas, and discussions are held on learner achievement and other issues. Management reports on key performance indicators and activities highlight progress in relation to targets. These are shared with Te Koruru and Poupou managers. Poupou in turn receive monthly reports and targets for their areas. These processes contribute to positive self-assessment activities and will strengthen future educational outcomes.

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 **Excellent**.

The evaluators were assured of the high value that Literacy Aotearoa provides to stakeholders. A range of evidence exists, including surveys, information from advisory groups, employer links at the programme level and consultation with community and iwi in the development of programmes, confirming to the evaluation team that Literacy Aotearoa is providing excellent outcomes for key stakeholders.

Literacy Aotearoa is committed to addressing adult Māori and Pasifika peoples' literacy which has far-reaching benefits for whānau and aiga. Whānau benefit from family members with increased skills and confidence in communication, resulting in improved whānau relationships. Examples were also given of life-changing moments experienced by learners. Learners who had low self-esteem told

evaluators how they came to realise that they were not 'worthless' but had capabilities they did not realise they had. Learners talked of being able to assist their children with homework, and several had progressed from having limited LLN skills to writing creatively and to now working as volunteers in their community as LLN tutors. Some graduates have also gained employment working as LLN tutors in their local Poupou.

There is good evidence that graduates and employers value the qualifications and learning achieved with Literacy Aotearoa. Furthermore, Literacy Aotearoa is of value to local industries in delivering training that gives workers LLN skills they can utilise. This is also providing value to the wider community by strengthening the abilities of learners, both in their workplace and in their community. For example, employers report increased productivity in the workplace, and increased positive communication among workers and with management. The community also benefits from skilled and qualified tutors.

To support its operations, through its dedicated research and evaluation team, Literacy Aotearoa is conducting research on how to measure its own effectiveness. Recently completed reports highlight the potential for whānau transformation through literacy. Likewise, a well-being model has been developed.

Poupou are actively involved with their communities and are engaging with them on a regular basis to get feedback on programmes and areas for further development. Combined with graduate surveys, community surveys seek to ascertain needs for programmes.

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

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

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

Through the evidence provided to the evaluation team, it is clear that Literacy Aotearoa is effective in matching the needs of its learners and key stakeholders. Literacy Aotearoa develops and delivers highly individualised programmes for learners that build in flexibility to meet their often changing circumstances, no matter what type of programme is being delivered.

To illustrate this in certain focus areas, Literacy Aotearoa tutors work in partnership with each learner to explicitly identify the LLN and vocational learning. This is achieved by the tutor negotiating a highly individualised learning plan based on the results of the learner's LLN assessment, their identified vocational goals and cultural and personal circumstances. Through this process, all LLN and vocational learning is proposed, and 'how and when' this will be achieved is made explicit and transparent to the learner. For example, if the initial assessment results of a learner enrolled in a National Certificate in Employment Skills programme show the

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person has learning gaps in the area of measurement, and the vocational goals are linked to industries that require competency in measurement, this will be identified in the learning plan along with the relevant unit standard.

Delivery at the 45 Poupou sites is locally driven and designed to be responsive to the local community needs. Tutors will also develop programmes to match employer and community needs while also meeting the needs of employees. For example, in rural areas, where public transport can be limited or non-existent, delivery is scheduled around people's availability. Poupou are actively involved with their communities and engaging with them on a regular basis to get feedback on programmes and areas for further development. Stakeholders are informed of developments. There is effective community engagement through local Poupou members.

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**

Literacy Aotearoa's recruitment and selection practices aim to ensure that the organisation has a full complement of appropriately skilled staff. National office staff members are inducted at the time of their employment, and Poupou managers receive national induction training in addition to local requirements within three months of their employment.

Poupou tutors are trained in the Certificate of Adult Literacy Tutor Training prior to their engagement. The training includes face-to-face learning, self-directed learning and supervised practice.

Staff complete annual performance appraisals against a framework set out in the quality management system. All staff members receive an annual professional development budget allocation. Staff are expected to assess and plan for their professional development needs in conjunction with their appraisal and planning cycle each year.

Literacy Aotearoa has developed effective programme models and teaching and learning approaches that 'make learning happen', even when the barriers to learning are significant. Learners indicated that the learning environment is positive, constructive and caring and that the tutors are fully focused on ensuring that learners achieve.

A range of delivery modes to cater to different learning styles was seen as valuable by learners and necessary by tutors – to emphasise this, Literacy Aotearoa uses a number of different approaches for learning delivery, for example:

- Small-group driver licence programme in a community house
- National Certificate in Employment Skills programme in a prison facility

- One-to-one tuition with apprentices from a range of industries
- One-to-two cluster provision held in a workplace
- Drop-in learning provision
- Whānau literacy programmes in collaboration with a marae or school
- Programmes to support adults with disabilities to participate in mainstream tertiary education
- Mixed-mode for mobile and distance learning in rural areas
- Workshop-style sessions to older adults learning new technologies
- Small group and one-to-one occupational and health and safety workplace programmes at a large construction site
- Study support programmes to childcare workers.

Students mentioned that they were impressed and thankful for the range of options provided by Literacy Aotearoa.

Teaching is also contextualised and delivered to address subject knowledge and literacy and numeracy development in order to meet each learner's identified goals and needs, and to help them achieve proposed qualifications. For example:

- Learners' cultures and past experiences are respected and used as a knowledge base for further learning.
- All learners are encouraged and assisted to become self-directed learners and to think critically. They are assisted to overcome specific literacy difficulties and to learn skills and strategies that will improve their overall literacy skills.
- Programmes provide a balance of specialist content, general conceptual skills and personal skills, and there are clear links between programme content and the tutoring methods used.
- Tutors establish a cooperative learning environment where learners play an active role in tailoring and evaluating the programme.
- Assessment of learning is integrated into learning sessions in a way that supports learners to view assessment as an important part of the learning process. For example, learners regularly discuss and record their progress on their learning plan; specific time is made to discuss the results of formal assessment tasks and the next step to achievement.

Literacy Aotearoa also has effective systems for tracking student and tutor progress. Internal processes have been strengthened by Literacy Aotearoa's strong focus on self-evaluation review and improvement processes that are aligned to the redeveloped Te Poutama Painga. Mid-way review and end-of-course sessions and overall course evaluations are undertaken, considered by tutors and changes made

where necessary. There are regular staff hui, and national hui are held providing a forum to talk about teaching strategies and share good practices, supported by peer observations.

In order to address the issues raised in the 2012 NZQA national external moderation report, Literacy Aotearoa has arranged regular meetings with assessors to discuss moderation and assessment. The organisation has also scheduled relevant professional development activities for assessors throughout 2013.

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 **Excellent**.

Literacy Aotearoa practises strong learner support, embedded into the organisation's practices, encompassing all that it does for the learners. This stems from the whole-of-organisation focus on providing all learners with a supported learning experience. Literacy Aotearoa identifies the concepts of Rangatiratanga, Kāwanatanga, Manaakitanga and Whanaungatanga as key to retaining learners to complete their programme and achieve their goals. Accordingly, Literacy Aotearoa has a number of strategies to ensure the programmes are accessible and learners are well supported. Strategies include:

- Prioritising learning success as the key purpose of the programme, clarifying what commitment is required and the comprehensive process of support that Poupou will provide, e.g. face-to-face explanation at the assessment interview; providing an easy-to-read induction booklet; holding a 'get to know' session; ongoing check-ins; additional one-to-one support if required
- Delivering the programmes as part-time courses of a duration and at times that suit participants with children, e.g. during school terms and within school hours, learners attending 3.5 hour sessions twice a week, with other learning opportunities made available outside this time
- Enrolling together groups of learners who have whānau or other common links, and if practicable delivering the programme in a location that 'belongs' to that group, e.g. marae, church, community house, sports club
- Recognising that foundation learners are often reluctant learners and at high risk of drop-out within the first few sessions, and that it is therefore critical to design the programme so that confidence and trusting relationships are built from the onset

- Providing 'drop-in learning' and additional LLN support sessions, e.g. tutor located at community house two mornings a week; evening drop-in sessions available at Te Poupou one evening a week
- Making arrangements for alternative modes of delivery if a learner has a short-term crisis or ongoing health issues, e.g. home learning package, Skype, email, one-to-one tutor visits
- Offering support to access social services, childcare and any other resource that learners may require to overcome barriers to attendance and progress, e.g. travel, disability aids
- Having clear procedures around learner absence and obvious disruption to learning, e.g. phoning or texting the learner promptly to identify and solve attendance issues; agreeing to send reminder texts prior to sessions
- Providing relevant and authentic 'at-home learning' activities through text messaging, email and resource booklets
- Focussing on small steps to achievement and celebrating these along the way, e.g. unit standard achievement presentations, notification in newsletter
- Keeping learners well informed about pathways to higher-level qualifications available locally and by distance
- Offering participants whānau enrolment into other Poupou programmes, e.g. driver licence programmes, study skills workshops, financial literacy and workplace-focussed tuition.

Poupou staff members have access to resources relevant to assisting students of varying skill levels and interests. These resources include those that promote Māori knowledge, that are written by adult literacy learners, and that reflect the communities being served.

Literacy Aotearoa provides students with the information required for them to make an informed choice about entering the training. They can access the information directly from the Literacy Aotearoa website, through local Poupou, recruitment brochures, email and telephone, using the 0800 number if necessary.

These combined strategies give the evaluation team confidence in the role that Literacy Aotearoa plays in the support and guidance of its learners.

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**.

Despite Literacy Aotearoa being a sizeable organisation with a complex range of programmes, the evaluation team saw effective leadership, underpinned by a clear mission statement based on 'Choice, Change and Freedom' that has permeated the whole of the organisation. Literacy Aotearoa is a treaty-based organisation, evidenced in the makeup of the governance board Te Koruru, constituted of three Māori and three Tauīwi representatives. Governance is also representative of the membership. Members are appointed at a regional level and the majority are actively engaged at the Poupou level. Te Koruru takes an active role in guiding management and supporting staff to achieve their tasks. Literacy Aotearoa also has a clear structure and linkages and areas of responsibility, and lines of accountability are distinct.

The organisation has invested in a process of consultation with the membership around seeking their buy-in to its mission, and this has generated a level of excitement and enthusiasm to strive toward this aspirational goal. This is a deliberate strategy led by Te Koruru and management.

Literacy Aotearoa is also engaging with its communities. Literacy Aotearoa is in the middle of a restructure – by its own design to give greater effect to the mission of significantly increasing the number of its learners by 2020. The organisation is currently exploring a series of questions that will determine areas of change required and how best to manage this process.

Literacy Aotearoa works collaboratively and collectively with other organisations such as Ako Aotearoa and other non-governmental organisations. Literacy Aotearoa has significant experience in managing a wide range of nationally delivered programmes, having held service provider contracts with the Department of Corrections and various companies and currently holding contracts with four large industry training organisations, Te Puni Kōkiri (Ministry of Māori Development) and other agencies.

Management actively monitors government policy changes and determines appropriate strategies. The organisation has been opportunistic in the Whānau Ora (health) policy context by taking its research to Te Puni Kōkiri, which resulted in a successful contract enabling innovative approaches.

Literacy Aotearoa invests in the capability development of the national organisation, Ngā Poupou, and all personnel through the provision of local, regional and national programmes, such as initial tutor training, ongoing tutor professional development, and dedicated training for trainers, managers and governance bodies. In addition,

individual Poupou plans are designed to build capability, and national support is provided as required.

Literacy Aotearoa views the positive relationships with Ngā Poupou and the implementation of strong accountability systems at national office as key to the successful management of programmes nationwide.

Future activities are scoped annually at Ngā Hui Heke (regional meetings of the organisation), the national managers' hui (a meeting involving the managers of the 45 member providers), Te Hui a Tau (the annual general meeting) and the national planning hui (the organisation's annual conference).

The quality assurance standards of Literacy Aotearoa, Te Poutama Painga, have been revised and the quality management systems are undergoing a comprehensive revision. Literacy Aotearoa implemented internal EER with Nga Poupou in 2012, and currently each Poupou is being evaluated against Te Poutama Painga. The quality management system of Te Poutama Painga covers the organisation's five operational areas: organisational overview; educational services; personnel and resource management; research and development; and communication.

Literacy Aotearoa's self-assessment is currently effective and used to understand educational performance and to bring about worthwhile improvements and outcomes. Despite the difficulties in verifying qualification completion rates, the evaluation team notes that Literacy Aotearoa has yielded some positive educational achievement results and has committed to addressing issues raised by the NZQA in relation to assessment which are important for establishing the validity of credits for NZQA-managed standards.

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 **Excellent**.

2.2 Focus area: National Certificate in Adult Literacy and Numeracy Education (Educator) (Level 5)

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

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

2.3 Workplace Literacy

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

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

Recommendations

NZQA recommends that Literacy Aotearoa Training:

- Implement improved moderation and assessment strategies to meet the standards required by external stakeholders.

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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