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Report of External Evaluation and Review

Ngātiwai Education Limited
Partnership trading as Ngātiwai
Education

Confident in educational performance

Confident in capability in self-assessment

Date of report: 6 March 2017

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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:	Ngātiwai Education Limited Partnership trading as Ngātiwai Education
Type:	Private training establishment (PTE)
First registered:	25 September 2014
Location:	Level 1, Toll Stadium, 51 Okara Drive, Whangarei
Delivery sites:	As above
Courses currently delivered:	Ngātiwai Road Code - Training scheme
Code of Practice signatory:	Not applicable
Number of students:	Domestic: 11 students (all Māori); age range 16-18 years
Number of staff:	Four part-time equivalents; includes tutor and student mentor
Scope of active accreditation:	Approved and accredited to deliver these programmes and training scheme: <ul style="list-style-type: none">• Ngātiwai Road Code - Training scheme• Te Waharoa (Level 2) (NZQA-approved extension to deliver in 2017)• New Zealand Diploma in Business (Level 5) (lapsed non-delivery for 2015-2016)
Distinctive characteristics:	The training scheme is delivered face to face over three days with an additional 20 hours of student self-directed learning and followed by 20 hours

	mentoring until the student sits the learner licence test. It is fully funded by the Ngātiwai Trust Board.
Recent significant changes:	Changes in 2016 include change of ownership and new management and an approved change to the delivery of the training scheme.
Previous quality assurance history:	<p>This is the first external evaluation and review (EER) of Ngātiwai Education as a newly registered PTE.</p> <p>NZQA carried out a validation visit in February 2016. An action plan, including revising the quality management system, was submitted by Ngātiwai Education to address the findings of this visit. Ngātiwai Education received notification that it met all requirements for ongoing registration in September 2016. The previous management did not submit an assessment plan so no unit standard assessments were requested by NZQA for 2016. NZQA has confirmed that an assessment plan has been submitted for 2017.</p>
Other:	<p>Ngātiwai Education is the education arm of the Ngātiwai Trust Board. The training scheme is one of a number of education initiatives implemented by the Ngātiwai Trust Board to offer both NZQA-aligned and non-aligned training. Examples include:</p> <ul style="list-style-type: none"> • Ministry of Education contract – to support early childhood education participation and support year 12 students to achieve National Certificate in Educational Achievement (NCEA) Level 2 • NorthTec contract – to deliver pastoral care to NorthTec trades students • Te Wānanga o Aotearoa contract – to support the delivery of the Arataki Manu Korero programme for kuia and kaumatua to better prepare them to fulfil these roles on the marae. • Te Taurawhiri i te Reo Māori – Ma te reo project to deliver Ngātiwai reo and tikanga wānanga • Lotteries Board grant – to deliver wānanga to

youth on suicide prevention.

2. Scope of external evaluation and review

The scope of the EER included one focus area: Ngātiwai Road Code - Training Scheme.

This is the only NZQA course Ngātiwai Education currently offers. This and related activities encompass the entire PTE.

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 evaluation team of two visited Ngātiwai Education's premises over a day and a half. The team interviewed the acting chief executive officer, the acting manager, trustees of the Ngātiwai Trust Board, the tutor and student mentor. Documents pertaining to the training scheme course and other training delivered by Ngātiwai Education were reviewed, including strategic plans, student surveys, Board reports and minutes.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Ngātiwai Education Limited Partnership trading as Ngātiwai Education**.

Findings that support this confidence include the following:

- Ngātiwai Education was registered as a PTE for two years prior to the EER and has complied with NZQA ongoing registration requirements. The organisation has a clear purpose and direction driven from a Māori worldview that matches the needs and aspirations of key stakeholders (funders, employers, community). The NZQA-approved course aligns well with other education contracts delivered by Ngātiwai Education (refer Introduction to this report).
- The only NZQA-approved training offered is a short training scheme assessing two unit standards which prepares students to sit the learner driver licence. This is the second year of delivery, and to date the PTE has achieved 100 per cent course completions. The student numbers are small, 12 in total for 2015 and 11 for 2016.
- The majority of students are re-engaging in education, and this short course is a planned step by Ngātiwai Education to provide initial success to encourage students to pathway to further training or employment. Ngātiwai Education intends to offer a second programme (Te Waharoa) in 2017.
- Four students on the course delivered in October 2016 passed their learner licence test with an approved driver licence agent. Six of the remaining seven graduates are still in the mentoring phase of the course, and the seventh now lives in Australia. This positive valued outcome sought by the PTE and the students is in addition to successfully achieving the two unit standards.
- Students accumulate credits from these two unit standards towards their level 2 NCEA qualification.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Ngātiwai Education Limited Partnership trading as Ngātiwai Education**.

Findings that support this confidence include the following:

- Following a review of operations after the first year of delivery, the Ngātiwai Trust Board employed a new management team to take the PTE into the next year of delivery. This team reviewed the organisation's quality management system to ensure it was still meeting registration requirements and the strategic goals and objectives of Ngātiwai Education. The organisation expected to offer a business programme to international students in the first year. However, this did not happen and all references to international students have since been deleted from the quality management system.
- Self-assessment is purposeful and relevant to the size and context of Ngātiwai Education. While the organisation is only its second year of delivery as a registered PTE, the acting general manager and acting education manager are experienced managers and are leading Ngātiwai Education through a culture of self-reflection. The management team has used good self-assessment processes to identify the needs of their community and to align the strategic contribution of Ngātiwai Education to the strategic direction of the governance group, Ngātiwai Trust Board.
- Self-assessment is further integrated into delivery through tutor and student reflection processes. There was evidence to show changes are made incrementally to respond to formal and informal feedback. For example, Ngātiwai Education formally applied for NZQA approval to change delivery from a two-week period to three days of face-to-face delivery with student self-directed learning and mentoring components. This change was a response to student feedback to provide daily learning outcomes.
- The previous management did not submit an assessment plan to NZQA for the two unit standards it offers. Therefore, NZQA has yet to externally moderate these unit standards.

Findings¹

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 **Adequate**.

The sole programme offered by Ngātiwai Education is a two-unit standard training scheme designed to provide students with knowledge and confidence to sit the learner driver's licence test. In the first year of delivery, all 12 students successfully completed the course, achieving the two unit standards. Only one of these graduates sat and passed the driver licence test, and on review, the new management found that cost was prohibitive to students sitting the licence test. For 2016, the PTE included the cost of the initial driver licence test in its support for students. The 2016 course was delivered in October, again with 100 per cent course completion, and four graduates have already passed their licence tests. Six of the remaining seven graduates are still in the mentoring phase of the course, and the seventh now lives in Australia. This valued outcome of passing the learner licence test sought by the PTE and the students is in addition to the successful achievement of the two unit standards.

Apart from the cost of sitting the licence test, management has found other mitigating factors affecting graduates sitting their licences. They include failed eye tests, no recognised identification such as a birth certificate, and no transport to get to the test site. These have now been factored into post-course support to further enable graduates to sit their tests.

Students spoke of raised confidence and self-esteem in completing the course, and pride in passing their licence.

The previous management did not submit an assessment plan to NZQA for the two unit standards of the training scheme, and so NZQA has yet to externally moderate these two unit standards. However, four students have already passed the externally examined driver licence test in 2016, which gives a level of confidence that the strong internal moderation processes are effective. Successful external moderation by NZQA will confirm a higher rating for performance and self-assessment.

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

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

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

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

Students interviewed spoke of their pride in realising their goal of achieving these unit standards and improving the likelihood of gaining their licence. In addition, they are acting as role models to family members. A sister of one successful graduate has already requested a place in the next programme intake. The parents of this student were fulsome in their acknowledgement of the training, mentoring and post-training support that led to their daughter's successful achievement of the unit standards and passing her licence.

During their survey of training needs in the community, it was identified that non-licensed drivers were prevalent in all age groups, as were large numbers of unwarranted and non-registered vehicles. These issues are covered in the training which leads to better informed drivers, licensed and with the knowledge of operating safer vehicles. Four graduates from 2016 have passed their licences and, apart from one who has moved to Australia, are still being mentored and are expected to sit their licence tests in the new year. Students spoke of the training as a positive alternative to 'doing nothing', providing a sense of purpose.

Ngātiwai Education intends to offer another programme (Te Waharoa) in 2017, which will provide the next step in training to graduates of the training scheme. This programme will teach Ngātiwai reo Māori dialect, tikanga and kaitiakitanga. The programme will lead on from the road code programme as a further opportunity to re-engage students.

If external moderation by NZQA in 2017 is successful, it will validate the very good unit standard pass rates.

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

Ngātiwai Education has designed the training scheme to successfully re-engage learners. The short course (three days) meets their needs, especially as the tutor uses field trips to the courts and car yards to demonstrate the importance of car safety and compliance. Police guest speakers sharing examples of actual incidents of the need for safer driving also add value and interest to the training.

The learners do 20 hours of self-directed learning which demonstrates to the tutor and management their keenness to do additional study in their own time to improve

their chances of achieving the unit standards and gaining their driver's licence. Mentors timetable one-to-one sessions to further help the students until they feel confident to pass their licence test. As Ngātiwai Education only funds the first licence attempt, students want to be confident of passing before using this opportunity.

The tutor is a sitting Justice of the Peace who is rostered to hear traffic cases in the local district court. She provides up-to-date knowledge of the role of the law in encouraging safe use of roads, road user compliance, and compliance with road safety standards. She currently marks law society assignments and so is an experienced assessor. Internal moderation also attests to the validity of her assessments, but the previous management did not submit an assessment plan to NZQA for external moderation for 2016. New management has submitted an assessment plan for 2017.

Programme review included the appraisal of the tutor based on classroom observation and student feedback, which included professional development in unit standard assessment and moderation training. There was evidence of very positive feedback to student surveys with very helpful suggestions to the tutor for improvement. An example was the student request for clearer learning outcomes for each day, which the tutor has provided.

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

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 tutor and mentor work collaboratively to provide optimum support during teaching time. Post-training mentors provide ongoing support to develop students' readiness to take the licence test. Each cohort is limited to a maximum of 12 students to enable a very beneficial ratio of student to tutor and mentor.

The programme design suits students with components of face-to-face, self-directed learning and follow-up mentoring post-delivery. This mode of delivery matches the needs of this student group, the majority of whom are being re-engaged with learning. Because of this, Ngātiwai Education has mitigated other barriers to learning including arranging transport to get students to and from class and to the licence test venue, providing lunches, paying for the initial licence test, and ongoing mentoring. Technology tablets are loaned to students to assist with licence test practices and the self-directed learning and mentoring period.

Although the course is fully funded by Ngātiwai Education and therefore fee-free to students, the student cohort is not limited to Ngātiwai descendants. This support was appreciated by non-Ngātiwai students and parents interviewed by the evaluators.

As staff know the students and their extended families, strong relationships exist as shown by the strong pastoral care.

1.5 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 governance and management strategy is to provide a pathway for school leavers to further learning or employment. The road code training scheme is the initial link to re-engage students and will be followed by Te Waharoa, the next programme in development which will include modules of te reo Māori, tikanga, karanga, whaikorero and kaitiakitanga.

The strategy will provide a viable study option for those students who want to stay in Whangarei, to reduce NEETs numbers (students not in education or training) and serve surrounding rural communities.

The programme is well resourced with well qualified staff and training equipment. As Ngātiwai Education is the education arm of the Ngātiwai Trust Board, it also has access to the Board's funding management and administrative systems and staff from its other services which it uses to fully support students.

Ngātiwai Education provides monthly reports to the Ngātiwai Trust Board and quarterly reports to iwi which include educational performance.

The education unit strategic plan links to the Board strategic plan (training from the cradle to the grave) and includes the following:

- continued Ministry of Education projects for early childhood education support and year 12 NCEA support
- continued NorthTec contract for pastoral care to trades students
- Te Wānanga o Aotearoa – Arataki Manu korero course for kaumatua (voluntarily continued weekly post-course with waiata sessions).

A review following issues in 2015 led to restructured management (general manager and academic manager). Both positions have remained acting roles for 2016 to enable staff to strengthen management and administrative processes before permanent staff are recruited. The general manager position has been advertised and is expected to be filled early in the new year. Following this appointment, the academic manager role will be advertised.

Ngātiwai Education acknowledges a shortfall in previous managerial oversight, with the initial engagement of a consultant to lead a programme to recruit overseas students, but this venture failed. However, current management is solid and has led the PTE successfully through an NZQA validation visit and 2016 delivery of training.

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1.6 How effectively are compliance accountabilities managed?

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**.

A review of operations during 2015 led to a change in ownership and a restructure of management. This review also ended a plan to enrol international students on a business programme. All efforts have since been made to consolidate the road code training scheme and to strengthen underlying processes. An NZQA validation visit was conducted in February 2016 and all requirements signed off as met in September including a revised quality management system, checked by NZQA as fit for current purpose.

The governance body, the Ngātiwai Trust Board has a risk management plan in place which includes monthly reporting by Ngātiwai Education and other managers on contract including aligned and non-aligned NZQA programmes (Ministry of Education, Taurawhiri, NorthTec, Te Wānanga o Aotearoa, Lotteries Board). This reporting and performance has been effective as these funding groups have engaged Ngātiwai Education for additional contracts.

Ngātiwai Education has gained NZQA approval for changes to their training scheme, in compliance with NZQA rules.

The quality assurance processes to assure compliance are fit for purpose for this small organisation. The only compliance matter still outstanding was external moderation. NZQA has confirmed that an assessment plan has been submitted, and unit standard assessments for 2017 will be requested for external moderation.

Focus Areas

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

2.1 Focus area: Ngātiwai Road Code - Training Scheme

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

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

Recommendation

NZQA recommends that Ngātiwai Education Limited Partnership trading as Ngātiwai Education:

- Continue to strengthen the quality assurance and self-assessment processes in place including destination outcomes as the PTE prepares to include the Te Waharoa programme in its delivery for 2017.

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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