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Report of External Evaluation and Review

Future Skills Academy

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 29 September 2016

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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:	Future Skills Academy
Type:	Private training establishment (PTE)
First registered:	1 December 2000
Location:	15 Earl Richardson Avenue, Manukau, Auckland
Delivery sites:	As above. Students studying the National Diploma in Construction Management and the National Diploma in Quantity Surveying will transfer to Otago Polytechnic Auckland International Campus by March 2016.
Courses currently delivered:	Youth Guarantee (16-19 year olds): <ul style="list-style-type: none">• Student Achievement Component (SAC)• SAC 1 and 2 (fees-free adults)• SAC 3+ (fee-paying)• Intensive Literacy and Numeracy Youth Guarantee programmes: <ul style="list-style-type: none">• National Certificate in Educational Achievement (NCEA) Vocational Pathway Social and Community Services (Level 2) (Army) 12 students• NCEA Vocational Pathway Social and Community Services (Level 2) (Early Childhood

Education) nine students

- NCEA Vocational Pathway Construction and Infrastructure (Level 2) (Carpentry) 20 students
- NCEA Vocational Pathway Creative Industries (Level 2) four students
- National Certificate in Business Administration and Computing (Level 2) six students
- National Certificate in Radio (Foundation) (Level 3) 13 students
- National Certificate in Welding (Level 3) seven students

National Certificate in Employment Skills (NCES) (Level 1) is embedded in some Youth Guarantee programmes, so students complete two qualifications simultaneously.

SAC 1 and 2:

- National Certificate in Health, Disability and Aged Support (Level 2) 21 students

SAC 3+:

- National Certificate in Welding (Level 3) five students
- National Certificate in Mental Health and Addiction Support (Level 4) 17 students
- National Diploma in Construction Management and National Diploma in Quantity Surveying (Level 6) 10 students

Intensive Literacy and Numeracy: 18 students

Code of Practice signatory Yes

Number of students: International students: nil
Domestic: 133 EFTS (equivalent full-time students)

Youth Guarantee/SAC student characteristics – 2015:

- 51 per cent male
- 49 per cent female

- 32 per cent under 18 years
- 20 per cent 19-24 years
- 48 per cent 25 years +
- 41 per cent Māori
- 37 per cent Pasifika
- 22 per cent other

Intensive Literacy and Numeracy student characteristics – 2015:

- 48 per cent male
- 52 per cent female
- 29 per cent less than 24 years
- 71 per cent 25 years +
- 27 per cent Māori
- 49 per cent Pasifika
- 24 per cent other

Number of staff: Staff: 23 full-time; five part-time

Distinctive characteristics: Future Skills Academy provides foundation education to second-chance learners by responding to Tertiary Education Strategy priorities for delivering skills for industry, getting at-risk young people into a career, boosting achievement and employment outcomes for Māori and Pasifika, and improving adult literacy and numeracy. Delivery is face-to-face and mostly full-time.

The Auckland International Campus, a joint delivery model with Otago Polytechnic (in its infancy at the time of the last EER in 2012) is now firmly established.

Recent significant changes: Eleven of 13 national NZQA qualifications have been approved since the 2012 EER; there have been major changes in Tertiary Education Commission (TEC) funding (Youth Training of 20 credits per placement per year to Youth Guarantee, an EFTS-based course/qualification completions system with NCEA vocational pathways). Future Skills Academy received an increase in funding for SAC 1 and 2 of over 200 per cent in 2013 and 2014. The main campus shifted from 5A to 15 Earl Richardson Avenue to

accommodate increased learner numbers.

However, in the 2014 competitive tender, the PTE lost 200 EFTS from SAC 1 and 2 for the years 2015 to 2016, but gained EFTS under SAC 3+ and above. An additional 50 EFTS have been awarded in 2016 for a new qualification, the New Zealand Diploma in Building Surveying (Level 6).

Previous quality assurance history: At the last external evaluation and review (EER) in 2012, Future Skills Academy received statements of Highly Confident in educational performance and Confident in capability in self-assessment. Future Skills Academy has moderation arrangements with several industry training organisations and has consistently met their requirements.

2. Scope of external evaluation and review

The focus areas selected were the mandatory focus area of governance, management and strategy and the following programmes:

- National Certificate in Health, Disability and Aged Support (Level 2) (21 students)
- National Certificate in Mental Health and Addiction Support (Level 4) (17 students)
- NCEA Vocational Pathway Construction and Infrastructure (Carpentry) (Level 2) (20 students)

These programmes are representative of the range of programmes offered (across Youth Guarantee, SAC 1 and 2 and SAC 3+) and involve about 50 per cent of the students on site.

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.

An evaluation team of two spent three days on site. They spoke with the chief executive, director of innovation and development, director domestic operations, and the executive assistant. These personnel are the senior management team. The evaluators also spoke with the tutors in each of the focus area programmes, the managers of Youth Guarantee and SAC, student services and systems staff, and a large sample of students across the designated focus areas.

The document review included: the academy-wide self-assessment, learner first impressions surveys, learner midpoint surveys, graduates' farewell surveys, minutes of various meetings, internal and external moderation reports, key performance indicator performance appraisals, peer feedback, records of professional development, programme self-evaluation, stakeholder surveys, records of professional development, course brochures and the website, student handbooks, programme handbooks, Facebook site, community newsletters, Future Skills' strategic plans, Future Skills' values, job descriptions incorporating organisational purpose and values, performance agreement plans, TEC Investment Plans – Strategic Intent, Organisational Structure 2013, 2014 and 2015, Future Skills – Otago Polytechnic Partnership Agreement, correspondence with the TEC and Ministry of Social Development, management team minutes, administrative manuals, student services documents, and policies and procedures.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Future Skills Academy** for the following reasons:

- The organisation consistently meets the most important educational needs of its learners and stakeholders, including employers and government funding agencies. This is particularly significant as Future Skills Academy provides foundation education to second-chance learners who have not been successful learners previously. It achieves excellent outcomes by employing tutors with up-to-date subject expertise and considerable workplace experience who are committed and enriched by working with foundation learners. Academic staff are well-supported in their teaching and learning by excellent facilities, clear expectations (for both students and themselves), a collegial environment, appropriate professional development, effective student support services, and responsive, forward-thinking governance and management.
- Course completions (which the TEC considers to be the most accurate measure of learner achievement) across all Future Skills Academy courses, for the years 2013-2015 were 67 per cent, 73 per cent and 62 per cent respectively. Course completions for level 2 programmes in 2013, 2014 and 2015 (TEC target 60 per cent) were 68 per cent, 78 per cent and 76 per cent respectively. This demonstrates consistency across level 2 programmes as SFA offers a wide range of these programmes, from army preparation, to early childhood education, to carpentry, radio, and welding and social services. Course completions for the programmes in focus are significantly higher than these rates (refer Findings 1.1).
- Graduate destination data (progressing to employment or further study) demonstrates that the organisation makes a significant contribution to the Tertiary Education Strategy priorities for delivering skills for industry, getting at-risk young people into a career, and boosting achievement and employment outcomes of Māori and Pasifika (90 per cent of Future Skills Academy students identify as Māori and/or Pasifika). For the years 2013-2015, in the National Certificate in Health, Disability and Aged Support and in the NCEA Vocational Pathway Construction and Infrastructure, 92 per cent of graduates progressed to employment or further study. In the National Certificate in Mental Health and Addiction Support, first offered in 2015, of 17 graduates, 12 are in employment and five are undertaking further study in 2016.
- The Tertiary Education Strategy priority to improve adult literacy and numeracy has also been well met. Intensive Literacy and Numeracy funded places have increased from 72 in 2013 to 100 in 2014-2015 and 120 places in 2016,

indicating that the organisation is perceived by the TEC as successfully meeting learner needs in this area.

- The organisation reviews its performance internally from year to year, from programme to programme and externally with providers with similar learner cohorts. All these comparisons show that Future Skills Academy is meeting its own internal targets, external requirements and mostly exceeding the benchmark for providers with similar learner profiles. This added value is particularly significant in regard to the priority groups of Māori and Pasifika (who comprise 90 per cent of Future Skills Academy learners) where performance across educational indicators is exemplary.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Future Skills Academy** for the following reasons:

- The organisation has ongoing, effective self-assessment that evaluates all of its programmes and activities and includes input from internal and external stakeholders. The self-assessment documentation provided before the EER was comprehensive and clear, easily understood and covered all aspects of the PTE's operations, both currently and since the last EER in 2012.
- Although the organisation has minimum external funder targets to meet, Future Skills Academy sets its own internal targets across all areas of its operation. These internal targets encourage excellence and personal responsibility from staff and management. They also provide benchmarks for measuring ongoing performance across programmes and tutors. As stretch targets, they increase the likelihood that minimum targets will be reached, if not exceeded. There is measurable evidence that this approach has positively affected outcomes.
- Self-assessment has led to changes and/or improvements. Examples of improvements include: successfully managing the shift from Youth Training to Youth Guarantee and the increased focus on qualification completion and further study; developing a reporting tool to track and record graduate outcomes; improving staff usage of the TEC adult literacy and numeracy assessment tool to increase staff knowledge of learners' literacy and numeracy needs; and making learner data more accessible. Academic staff across all focus areas enthusiastically use the key evaluation questions as a framework to evaluate their day-to-day teaching and learning, deepening their understanding of evaluative processes and their function in measuring change and improvement.
- Future Skills Academy demonstrated in-depth knowledge of organisational challenges, including the consequences of the significant growth in learner numbers in 2013 and 2014, when the PTE's SAC 1 and 2 funding increased by over 200 per cent following success in a competitive funding round. This led to

significant investment in facilities and staff. Future Skills Academy was not as successful in the subsequent competitive round of funding in 2015-2016, which led to redundancies, restructuring and the need to develop new programmes, new resources and to recruit new specialised staff. This realignment of programmes and staffing was largely successfully completed by the end of 2015.

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 **Excellent**.

Course completions, the TEC's most accurate measure of learner achievement, (see Table 1) show that over the years 2013-2015, Future Skills Academy consistently exceeded the TEC target of 60 per cent, with the exception of the NCEA Vocational Pathway Construction and Infrastructure (Level 2) programme in 2013 and NCEA achievement for Māori and Pasifika learners over some of these years. Future Skills Academy is committed to the Tertiary Education Strategy priority for boosting achievement for Māori and Pasifika. Improved results over time indicate that Future Skills Academy has increasingly understood Māori learners' needs and successfully reduced barriers to learning for this target group. Pasifika course completions for achievement for NCEA programmes have also shown improvement over the years 2013-2015. While these results are not as impressive as those for Māori learners, they reflect steady improvement.

Table 1. Course completions 2013-2015 (all figures are percentages)

Course completions	All Future Skills Academy courses	Level 2 courses	National Certificate in Health, Disability and Aged Support (Level 2)	NCEA Vocational Pathway Construction and Infrastructure (Level 2)	Māori NCEA	Pasifika NCEA	National Certificate in Mental Health and Addiction Support (Level 4)
2013	67 (60)	68 (60)	89 (60)	56 (60)	27 (60)	45 (60)	-
2014	73 (60)	78 (60)	91 (60)	67 (60)	57 (60)	67 (60)	-
2015	62 (60)	76 (60)	81 (60)	65 (60)	67 (60)	68 (60)	96 (70)*

*First year offered

Achievement for Youth Guarantee and SAC programmes exceed TEC minimums for course and qualification completions, and the PTE also exceeds TEC-required targets for attendance and retention and progression. Course completions in the National Certificate in Mental Health and Addiction Support (Level 4) in 2015 (the first year it was offered) were also outstanding (TEC target 70 per cent), at 96 per

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

cent. Course completions for Māori in this programme were 96 per cent, for Pasifika 100 per cent, and for learners under 25 years of age, 91 per cent.

Teachers can view learner data online, resulting in better management of learner engagement and achievement. Shared responsibility for understanding learner achievement occurs at all levels of the organisation. For example, tutors track weekly credit achievement, and management discusses achievement data at monthly meetings and reports to the board quarterly.

Excellent learner achievement is the result of a number of factors:

- A focus on individual learner needs, including literacy and numeracy support
- Strict attendance requirements for learners
- Well-qualified, industry-experienced and learner-centred teachers
- Commitment to ongoing professional development by both teachers and management
- Highly effective pastoral support shared across all staff
- Close community and industry links that inform programme development (which ensure ongoing programme relevance and learner work-readiness)
- A stable management team who have established processes that encourage participation by all stakeholders.

The outcomes from these processes identify areas of the organisation that require improvement. Actions taken impact directly and positively on learner achievement. Examples include supporting a tutor who is not meeting targets, or discontinuing a programme that is not meeting employment 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 Tertiary Education Strategy priority to improve adult literacy and numeracy, as measured by progress to employment or further study, has been significantly met. Intensive Literacy and Numeracy funded places have increased from 72 in 2013 to 100 in 2014-2015 and 120 places in 2016, indicating that the organisation is perceived by the TEC as successfully meeting learner needs in this area. Learner outcomes to date for Intensive Literacy and Numeracy are 41 to further study and nine into employment. These positive outcomes take people from dependence on

government support to financial independence. These are positives for both the individual, their family and the wider community.

Employment outcomes for the National Certificate in Health, Disability and Aged Support over the years 2013-2015 were 90 per cent, 95 per cent and 92 per cent. These results are a reflection of the highly skilled tutors with extensive industry links. Tutors use these contacts to develop work experience opportunities for learners. This work experience often leads to offers of employment. (The sector also has high staff turnover, which contributes to ongoing work opportunities.)

The tutor for the National Certificate in Health, Disability and Aged Support has excellent industry contacts and community links. Over time, the quality of the students who go on work placements has led to the programme's good reputation, which in turn has led to increased work placement options. Because the students prove their worth on work placements, this often leads to an offer of employment.

Many students in the National Certificate in Mental Health and Addiction Support have personal knowledge of mental health and addiction, either from their own experience or through their family. The tutor creates a safe environment where class members can discuss their current life circumstances, their experiences with mental health issues, how these experiences have affected their lives, and their motivation for undertaking the qualification. This process enables them to 'clear their heads' sufficiently to be more objective in their learning, a pre-condition for assisting others.

Graduate destination data (progressing to employment or further study) for the NCEA Vocational Pathway Construction and Infrastructure programme over 2013-2015 was 90 per cent, 95 per cent and 92 per cent respectively, well in excess of the TEC target of 35 per cent. These results indicate that most students who complete the qualification are work-ready and/or motivated and well-prepared to undertake further study. Since the course began, 13 graduates have gone into employment, five into further training, 24 to do carpentry level 3 at Manukau Institute of Technology (MIT), four to prison, 10 unknown and one to Australia.

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**.

The tutors for the National Certificate in Health, Disability and Aged Support maintain close industry links through regular visits to students on placements and by attendance at relevant off-site sector meetings. This programme exceeds educational performance indicators (TEC targets), and Māori and Pasifika learners

are on a par with all learners for 2015 (Table 1). This indicates that the programme is highly effective at matching learner needs, particularly priority learners' needs. The reputation of the programme has led to high demand for enrolments, indicated by the need for a waiting list.

Table 2. Course completions for level 2 programmes, 2013-2015

Course completions	Māori %	Pasifika %	All %
2013	62	67	68
2014	70	80	78
2015	75	76	76

Of the 17 graduates from the National Certificate in Mental Health and Addiction Support, 12 are in employment and five are undertaking further study in 2016. These positive outcomes are a function of excellent teaching, wrap-around pastoral support and clear expectations for attendance and behaviour.

The tutors for the NCEA Vocational Pathway Construction and Infrastructure meet with the MIT carpentry tutors to discuss the preparedness of the Future Skills Academy students for the MIT's level 3 carpentry programme. They also discuss industry and employment issues. Anecdotal evidence from staff and learners of both organisations indicates that Future Skills Academy learners who progress to MIT have better entry-level practical carpentry skills. Because Future Skills Academy puts strong emphasis on attendance, personal responsibility, looking after workshop tools, and health and safety, learners arrive at MIT with the good work ethic, safety awareness and self-discipline sometimes absent in entry-level learners.

Feedback from industry interactions is an input into the ongoing teaching content of all three programmes and, more formally, contributes to annual programme reviews. There is extensive community engagement, including:

- Regular meetings with local community networks
- Establishing and developing relationships with local marae
- Establishing and strengthening relationships with the two South Auckland Youth Transition Services providers
- Working with primary school parents for the development of literacy and numeracy skills
- Submissions to the TEC and the Ministry of Social Development on financial disincentives to Work and Income beneficiaries engaging in education
- Student activities within the community, such as street cleaning and making barbecue tables for schools and pre-schools.

Staff involved with all three programme focus areas embrace self-assessment processes and use the key evaluation questions to gain a deeper understanding of all aspects of teaching and learning. These insights are used to make refinements to programmes and activities, which enhances graduates' work-readiness and employability.

1.4 How effective is the teaching?

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**.

Learning environments are planned and structured for the benefit of learners and teachers, and learners relate effectively to one another. The farewell survey from 50 Future Skills Academy graduates in 2015 showed that 88 per cent felt the PTE met their personal needs and goals, 74 per cent felt Future Skills Academy had made learning interesting and interactive, and 76 per cent were happy with the feedback about their assessments and progress. These results indicate that the majority of learners were very satisfied with these important aspects of their education.

Future Skills Academy teachers have excellent physical surroundings and resources, work well together and are well-supported by management. Since 2012, external professional development for teaching staff has focused on four areas: the National Certificate in Adult Education and Training (Level 5), NZQA assessment and moderation workshops – particularly in literacy, numeracy, English and maths at level 1 – and representation at conferences of the National Centre of Literacy and Numeracy for Adults. This focus provides a baseline for upskilling staff across the organisation. It is complemented by internal professional development work done with an external consultant and ongoing, in-house workshops with a strong focus on literacy and numeracy education and assessment, collecting naturally occurring evidence, and effective use of the diagnostic TEC adult literacy and numeracy testing tool. Teachers believe that their teaching practice is improved by professional development opportunities, with a number noting that the external consultant's approach had been particularly useful. There is a dedicated assessment and moderation person that staff can seek assistance from.

External moderation results from the industry training organisations Careerforce, Building and Construction ITO, Competenz, the Motor Industry Training Organisation and Skills Active indicate that Future Skills Academy consistently meets national standards. The majority of assessments are designed in-house to meet the needs of the students and make them relevant to South Auckland demographics. Future Skills Academy internally pre-moderates all the assessments that it designs and, where required, gains pre-test sign-off from the relevant industry training organisation. Throughout the year, each tutor will have a

selected number of units moderated to ensure the results are sufficient, fair and consistent. Feedback is provided in a written form, and teachers found it useful for reflecting on their practice.

Tutor forums are held fortnightly, giving tutors the opportunity to review and share what they have learned. Feedback between staff and senior management is an ongoing part of the process of continuous improvement for both the senior leadership team and the various organisational teams. Staff confirmed the open-door policy, and the evaluators noted the relaxed atmosphere in the staffroom. The tutors of all the programmes in the focus areas demonstrate collegial, supportive teaching practice. This is shown by team teaching and stepping into each other's classes to provide relief when the tutor is needed off site to visit students on work placements or to attend meetings.

All staff have key performance indicators that need to be met, and these feature in performance reviews and bonuses. Self-assessment reports in each programme measure progress against 11 key evaluation questions: the six mandated by NZQA that form the ratings in this report, and five others that read: 'How well is the programme progressing with implementation of the Māori and Pasifika strategic framework? How well is the programme progressing with implementation of the literacy and numeracy strategic framework? What is the future focus of the programme? Have any good practices been identified? and, How are we transforming lives through learning?' Against each key evaluation question there are key indicators to consider. These additional questions and their outcomes demonstrate an informed approach to sector and nationwide concerns, as well as addressing more obvious indicators of teaching effectiveness, such as course completions.

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**.

Guidance and support is the responsibility of all staff at Future Skills Academy, and learners relate most closely to their respective tutors. In the NCEA Vocational Pathway Construction and Infrastructure programme, Māori and Pasifika students benefit from the role models provided by Māori and Pasifika tutors, many of whom live in their communities. This rapport allows them to discuss personal issues and seek one-to-one attention with a male 'father figure'. Learners also have the opportunity to do the seven-week Raukura Awhi Mai Awhi Atu programme which covers topics such as drugs and alcohol, moods, anxiety, coping strategies and anger management. Personal counselling is also available through this programme. When the support required is beyond the time and scope of the tutor, the learner is

referred to the pastoral care team, whose numbers have increased recently, indicating the importance Future Skills Academy attaches to pastoral support for learners.

Learners on the programmes: National Certificate in Health, Disability and Aged Support and the National Certificate in Mental Health and Addiction Support identify strongly with the tutors and class and are supported by the programme format. For example, at the start of each class, learners are encouraged to discuss any issues that might impinge on their learning. This is done in a non-judgemental manner by tutors and other class members. It serves several purposes: debriefing enables learners to 'let go' of issues outside the classroom and be ready to learn, and it models aspects of good industry practice such as active listening. This practice also encourages regular attendance as learners know they will be able to discuss 'top of mind' issues before they are required to settle to study. This approach was validated by the warm, inclusive welcome that the evaluation team received, including the genuine and mature interest shown by the class in the evaluation process and purpose.

There have been ongoing improvements to the website, programme handbooks, student orientation, enrolment forms and the student management system since the last EER. In addition, student evaluations are being used more effectively because of increased participation in the online survey. The comments gathered from these surveys are used to improve learner engagement, such as initiating a school ball and other out-of-school activities.

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 **Excellent**.

The organisation has a cooperative leadership model with a committed senior management team that has stayed constant over the last four years. This team provides opportunities for staff and students to engage through school-wide reflection meetings, surveys, regular tutor forums and senior leadership team meetings. The outcomes from these processes are used to identify areas of the organisation and management and leadership that require improvement. Since the last EER in 2012, Future Skills Academy has completed a number of major milestones, including:

- NZQA approval for 11 new programmes
- Development of improved human resources processes and systems

- A more robust organisational structure including the appointment of accounting/finance and human resources people (reporting directly to the managing director)
- Leasing and fit-out of premises with new workshops and classrooms
- Purchase of machinery and tools for engineering and carpentry workshops
- Upgrade of student management system
- Upgrade of computer networks for staff and students
- Overhaul of administrative systems and processes to meet the new funding demands for both Youth Guarantee and SAC
- Development of processes and interface with StudyLink
- Improved reporting of internal educational performance indicators and the introduction of SAC 3+ funding.

Future Skills Academy's self-assessment identified that the viability and diversity of the organisation's revenue base needed attention. Government funding became constrained, so Future Skills Academy explored opportunities outside the New Zealand domestic market and began to investigate international education. This led to a joint venture with Otago Polytechnic to form an international campus in Auckland. This arrangement was in its infancy at the time of the last EER but is now firmly established. (Learners enrol with Otago Polytechnic.)

Future Skills Academy intends to steadily grow SAC 3+ funding to provide a more balanced set of programmes and to not be so heavily committed to foundation training. The medium-term strategy is to balance the portfolio of foundation and higher-level programmes. There will be an opportunity for Future Skills Academy to tender for SAC 1 and 2 contestable funding this year for 2017-2018 delivery. If successful, Future Skills Academy will accept a reasonable increase. Future Skills Academy understands the need to balance continuity and innovation and has shown itself to be flexible, responsive and business-like in its operation, assuring NZQA that it can be highly confident in both educational performance and capability in self-assessment.

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 **Excellent**.

The sharp growth in learner numbers in 2013 and 2014 was ambitious. When the Future Skills Academy application to the TEC for contestable funding in the 2015-2016 round was not as successful as previously, the PTE was left with surplus staff and facilities. NZQA and the TEC acknowledge that some factors that affected the allocation of the 2015-2016 competitive funding were not within the control of Future Skills Academy. The organisation has successfully managed itself out of this situation and now pursues managed growth.

2.2 Focus area: National Certificate in Health Disability and Aged Support (Level 2)

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

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

2.3 Focus area: National Certificate in Mental Health and Addiction Support (Level 4)

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

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

2.4 Focus area: NCEA Vocational Pathway Construction and Infrastructure (Carpentry) (Level 2)

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

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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