



Report of External Evaluation and Review

Waimarie Training and Development
Limited trading as EmployNZ

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 28 June 2011

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Location:	92 11th Avenue, Tauranga
Type:	Private training establishment
First registered:	2000
Number of students:	Domestic: 86 students International: not applicable
Number of staff:	14 full-time and four part-time
Scope of active accreditation:	EmployNZ has the required scope to assess against unit standards for: <ul style="list-style-type: none">• National Certificate in Employments Skills (Level 1)• National Certificate in Computing (Level 2)• National Certificate in Business Administration and Computing (Level 2)• National Certificate in Education Achievement (Levels 1 and 2) EmployNZ also assesses against a number of individual meat processing industry unit standards to level 2.
Sites:	In addition to Tauranga, there are sites at 1 Palmer Place, Te Puke and 17b Commerce Street, Whakatane. In-store delivery training and assessment is offered at a major department store employer in Taupo, Tokoroa, and Rotorua.
Distinctive characteristics:	EmployNZ began as a small family business in 2000, with the managing director and one tutor delivering at

one site. It has grown to 14 full-time and four part-time tutors across three sites. It offers pre-employment training and industry-specific training to meet industry needs such as knife-handling skills for the meat processing industry.

EmployNZ has developed long-standing industry partnerships which provide work experience opportunities for learners that can lead to employment. These partners include major employers in each of the areas where EmployNZ is sited.

EmployNZ offers three courses funded by the Tertiary Education Commission (TEC), and individual and group job search coaching and support funded by the Ministry of Social Development (MSD).

Recent significant changes:	The managing director has had extended leave for much of the beginning part of this year. However, the strategy of training staff in different roles within the organisation has ensured that the management and operations of the TEO have continued without disruption to the students' learning.
Previous quality assurance history:	The organisation was previously quality assured in 2007 by NZQA under the quality audit system. At that audit, one requirement was not met relating to internal moderation, which has since been addressed. More recently, EmployNZ had a compliance audit in November 2010 and continues to meet registration and accreditation requirements.
Other:	EmployNZ staff work closely with industry partners to enable training specific to partner needs, such as knife-handling skills.

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review of EmployNZ included the following mandatory focus area:

- Governance, management, and strategy.

The programme focus areas were:

- Retail Bay of Plenty (Retail BOP)

This programme is one of three TEC-funded programmes and has the largest number of students (26). It is delivered in five areas (Tauranga, Tokoroa, Taupo, Rotorua, Whakatane) and has complementary in-store training delivery.

- Steps to Success

This programme, also one of the three TEC-funded programmes, is designed specifically for youth training.

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/>

Prior to the EER visit, EmployNZ provided the external evaluation and review team with a self-assessment summary which identified self-assessment activities and timelines for completing actions to address these activities.

The evaluation team comprised one lead evaluator and one team evaluator. The team visited the PTE for two days at its Tauranga site.

During the visit the evaluation team met with EmployNZ's managing director, compliance manager, tutors, students, and a graduate of the Retail BOP programme. While on site, the evaluation team viewed a range of documents.

EmployNZ has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Waimarie Training and Development Limited trading as EmployNZ**.

EmployNZ has consistently achieved excellent educational outcomes. It sets its own education performance indicators (EPIs) above those required by its contracted funders, the TEC and MSD. This ensures that EmployNZ exceeds those contracted EPIs, and it has done so for the last three years. Both programmes in the scope of this EER exceed EPI targets. However, the Steps to Success programme has had exceptional results, including 81 per cent labour market outcomes (the TEC EPI is 60 per cent). Learners have an expectation that if they successfully complete the training they will get jobs. Eleven of the 13 graduates of the latest cohort gained employment, continuing a successful trend. In addition, unit standard credit achievement for this programme was 46.73 credits (the TEC EPI is 20 credits). The success of Māori learner achievement also exceeds contracted EPIs at 54 per cent (the TEC EPI is 50 per cent). These are excellent results and benchmark exceptionally well with comparable providers in the sector.

Enrolment processes have been strengthened following review to ensure unit standards achieved with other providers are included in individual learning plans. This has led to learners completing national qualifications. For 2010 a total of 102 national certificates were achieved by 57 learners. While not all unit standard credits were achieved with this provider, staff efforts to build on past achievements to complete qualifications resulted in excellent qualification achievement of major benefit to the learners.

Learners are accessing industry-specific training that increases employability, and graduates are being employed. Staff maintain that personal development, including time management, regular attendance, positive attitudes, and raised confidence are integral to fostering a work ethic and increasing employability. These attributes are encouraged, monitored, and reported against. This process provides staff with the confidence to place learners in work experience situations early in the course. Work experience is provided through sustained, successful industry partner engagement with major employers in EmployNZ's delivery areas. Additional contracts to train prospective employees have been requested by a major employer of merchandise training and are currently being negotiated with MSD. This is further endorsement that EmployNZ is implementing training that is valued and meets learner and industry needs.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Waimarie Training and Development Limited trading as EmployNZ**.

EmployNZ's self-assessment practice is comprehensive and robust and leads to worthwhile improvement. The organisation has comprehensive documentation and statistics recording learner progress based on the TEC, MSD, its own, and learner requirements. The statistics, with accompanying analyses, have been monitored over a number of years. The trends show continuous improvement, with outcomes exceeding expectations over the last three years. Changes have been made to programmes as a result of self-assessment and review. Programmes that no longer meet learner needs have been discontinued while successful programmes have had learner numbers increased at additional sites. The TEC has increased training places for the Steps to Success programme for each of the last three years, affirming effective training.

Self-assessment has also led to standardised operations across all sites. Examples include improved student interview procedures, student placement logs reflecting own performance, and reporting processes for the first 20 days. The benefit to the learner is that, should they transfer to any of the three delivery sites, processes and training are consistent and the transition is smooth and does not impact negatively on learning.

Excellent documentation and evidence are maintained which show robust industry feedback, analysis, actions taken, and improvements identified. The strong industry partner relationships and successful educational outcomes reflect these factors.

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**.

EmployNZ has consistently achieved excellent educational outcomes. It sets its own education performance indicators (EPIs) above those required by its contracted funders, the TEC and MSD. This ensures EmployNZ exceeds those contracted EPIs, and it has done so for the last three years. Both programmes in the scope of this EER exceed EPI targets. However, the Steps to Success programme has had exceptional results, including 81 per cent labour market outcomes (the TEC EPI is 60 per cent). Learners have an expectation that if they successfully complete the training they will get jobs. Eleven of the 13 graduates of the latest cohort gained employment, continuing a successful trend. In addition, unit standard credit achievement for this programme was 46.73 credits (the TEC EPI is 20 credits). At 54 per cent, the success of Māori learner achievement also exceeds contracted EPIs (TEC EPI is 50 per cent). These are excellent 2010 results and benchmark exceptionally well with comparable providers in the sector.

Enrolment processes have been strengthened following review to ensure unit standards achieved elsewhere are included in individual learning plans. This has led to learners completing national qualifications. For 2010 a total of 102 national certificates were achieved by 57 learners. While not all unit standard credits were achieved with this provider, staff efforts to build on past achievements to complete qualifications resulted in excellent qualification achievement of major benefit to the learners. This is a strong value-added component to EmployNZ training.

Staff maintain that personal development, including time management, regular attendance, positive attitudes, and raised confidence are integral to fostering a work ethic and increasing employability. These attributes are encouraged, monitored, and reported against. This process provides staff with the confidence to place learners in work experience situations early in the course. Work experience is provided through sustained, successful industry partner engagement with major employers in the TEO's delivery areas. Learners are accessing industry-specific training that can and does lead to employment.

EmployNZ has robust self-assessment strategies in place. It regularly reflects on performance to ensure it meets the needs of learners and other stakeholders. The outcomes achieved endorse this robust reflective practice.

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 **Excellent**.

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

The training offered by EmployNZ is valued highly by key stakeholders. In addition to personal development, learners achieve unit standard credits, qualifications, industry skills, improve literacy and numeracy, and develop a work ethic. EmployNZ provides added-value training through encouraging learners to train in multiple skills. For example, kiwifruit workers are encouraged to access forklift licence training in addition to their kiwifruit orchard skills. Store trainees gain experience in all aspects of working in large stores and can decide where they are best suited such as in front-line service, in-store service, or storeroom training. The increased range of skills increases employability and the graduates gain confidence that they have an “edge” over other job applicants. The employment outcomes reported in section 1.1 above attest to this success.

Some graduates are leaving the programme with several national certificates. Some learners have accessed training at secondary school and with other training providers and gained a number of individual unit standard credits which can lead to national certificates. EmployNZ uses this past success to design individual learning programmes which include the completion of national certificates. This practice has been successful, as reported in 1.1, with some learners achieving more than one national certificate over ten weeks.

Learners appreciate that they can apply learning immediately. An example is the health and safety classroom theory immediately applied through work experience, identifying health and safety issues in the workplace. Work experience can lead to employment, and graduates are already aware of specific industry requirements. This is beneficial to employers seeking employees as they can “sample the product” before use.

Industry partners gain staff with appropriate and specific skills learnt on site. This is achieved by close liaison with teaching staff and management. EmployNZ has applied a “store buddy” system which links store employees with learners for on-job mentoring and support. Staff work alongside learners and store buddies and all parties informally report progress daily and formally report progress on a weekly basis. This ensures any issues are identified and attended to quickly. EmployNZ identifies the ongoing repeat business arrangements with industry partnerships as evidence that this reflective practice works well.

The training has been so successful locally that EmployNZ has been asked to train the full complement of staff for a nationally located major store chain in other areas where new stores are being opened.

Families of potential learners approach EmployNZ to try to enrol family members on the programme based on its success. Graduates note the ripple effect of this success and the personal and family transformation that takes place. Many examples were provided to demonstrate this aspect and some included learners who were not necessarily receptive initially, having been long-term unemployed and sceptical of the value of education. These graduates have maintained contact with staff. One such graduate visited the staff to thank them for his latest employment promotion and was interviewed by the evaluation team.

Graduates who do not gain employment are provided with ongoing support post-course through EmployNZ's job club service. This provides continued support for those graduates who need additional time and support to secure employment.

Self-assessment practice includes identifying learner goals and employer needs and developing programmes that will service both. It is clear from graduate outcomes and the long waiting lists to enrol on the programmes that the training is valued by learners. Equally, the continued partnerships with employers and additional requests to provide training outside the contracts funded by the TEC and MSD attest to the value of the training to employers.

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

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

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

EmployNZ training matches the needs of learners and stakeholders. Learners begin goal-setting following induction, and these goals include achieving qualifications and employment. The goals are continuously reviewed as learning progresses and staff identify learner strengths.

Learning plans are based on unit standard 7117 (*Produce a plan to enhance own learning*) criteria and include monitored goal-setting. Learners are re-directed to other tertiary education organisations if their needs cannot be catered for at EmployNZ. Reports are produced weekly for industry partner's senior management which note skill and personal development progress.

EmployNZ staff meet with industry partners/employers to identify their specific requirements since the generic goal is to employ graduates with a work ethic and preliminary training/skills relevant to the job. Different packages are developed for different employers' needs. As mentioned, weekly feedback is sought so that a response can be actioned if any changes are required. Store buddies, the programme coordinator, and employer senior management provide input into the weekly reports. Repeat business affirms that employer needs are matched and met.

Industry partners find the work experience is a viable recruitment tool. Both the learner and the employer have the opportunity to test employability. Industry partners will request relief staff which can lead to casual, part-time, or full-time employment. Others will recruit from work experience placements. EmployNZ has incorporated a monitored 91-day mentoring phase post-course. Employers, graduates, and EmployNZ staff have found this mentoring follow-up useful in ensuring graduates are supported until they are confident in the employment situation.

Funder needs (the TEC and MSD) are matched as affirmed by the TEC increasing training places for each of the last three years for the Steps to Success course and MSD entering into discussion with an employer to offer additional contracts.

Self-assessment practice includes identifying learner goals and employer needs and developing programmes that will service both. Examples of changes following self-assessment include inviting families to the interview to ensure programme expectations to learners are clear and that ongoing family support is gained, the store buddy mentoring and support system, and collective input into the weekly progress reports.

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**.

EmployNZ management acknowledges the importance of effective teaching for achievement education outcomes. Staff with the requisite skills are recruited from the education sector and industry to provide teaching and support and practical knowledge of industry skill-sets. Management expects that staff can meet company goals and can perform other roles within the organisation such as site management, information technology management, and managing the job club. Each programme has two tutors which enables education and industry skills to be taught and one-to-one support to be provided. Shared roles encourage staff permanence, increase capacity and capability, and challenge staff to maintain motivation. Management looks for ways to promote staff.

All purchased teaching and assessment materials are pre-moderated to ensure their validity. External moderation reports note that assessments meet the national standard. One standard from a sample of eight was identified as requiring modification and this was addressed immediately. This is a very good result as it provides assurance that the excellent unit standard achievement as detailed in 1.1 above is affirmed at the national standard.

Management encourages staff professional development. Staff have completed the literacy/numeracy training to implement embedded literacy/numeracy and the TEC learning progressions. The benefit to the learners through increased literacy and numeracy skills is seen in the number of national qualifications achieved. In addition, the training has led to different learning and delivery styles being identified and communicated to store buddies for optimum teaching and learning opportunities.

Learners reported that real-life situations used to motivate and teach skills are not only practical but fun. This was exemplified by tutors taking learners to prospective employment situation such as large shopping centres and helping them to initiate first contact, and also in the fundraising activities used to teach maths, marketing, and publishing techniques. Further, learners commented that tutors “speak our language”.

Self-assessment procedures include processes to ensure staff reflect on their practice to maintain effective teaching. Examples of changes following self-assessment include peer teaching and reflection and collective input and action following weekly progress reports. The absence of the managing director for much of this year did not impact learning as staff effectively covered all aspects of the organisation’s operations.

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**.

Learner guidance and support within the organisation is strong and affirmed by the positive education achievement. Clear information is provided to learners about programme expectations. Learners express their expectations and parents are invited to the enrolment interview to share these expectations and to provide support in the home. Learners are aware that tutors are in contact with parents. Learners can access tutors through texting at any time. This shared approach to support and guidance reduces barriers to learning and is instrumental in achieving successful outcomes.

Complementary tutoring enabled by two tutors to each programme increases one-to-one support. “Friday” incentives are encouraged for those learners who are up to date and on target. They can use Fridays for self-directed learning or they can access additional tutorials, job club seminars, and catch-ups. Job club is available to those who are not successful at gaining employment at course-end so that they can continue to receive supplementary support and guidance.

Support is provided to link training smoothly to the work experience placements. As mentioned earlier, the store buddy system matches learners to a store employee for mentoring, role-modelling, and one-to-one guidance. Uniforms are provided to students for work experience so that they maintain the employers’ dress standard. This could otherwise be a barrier to employment if learners cannot afford their own uniforms. EmployNZ arranges drug testing to ensure learners are drug-free and work-fit.

These guidance and support processes support learners to achieve their goals. If tutors cannot provide the required support, learners are advised how to seek support externally from available support agencies.

Self-assessment practice includes processes to ensure learners can access effective guidance and support. Examples of changes following self-assessment include parental input to enrolment interviews, texting access to tutors, drug testing, uniform supply, and goal monitoring, with a positive impact on educational achievement.

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**.

EmployNZ’s purpose and direction are to provide effective support for educational achievement and encapsulate their business mantra of “head-led, heart-driven”. Strong leadership and mentoring is modelled and staff are included in strategic planning. Two staff workshops are held annually to enable strategic planning, consistency across sites, and shared staff expertise and reflection.

Staff are involved in other aspects of the business integral to implementing strategic planning. This enables good succession planning. The success of this shared planning and implementation to ensure staff have knowledge and experience in multiple areas of the organisation was tested by the managing director recently taking extended leave. EmployNZ was managed successfully through this period without negatively affecting learner progress.

Staff are valued and appreciated. In addition to professional development opportunities, challenges are provided to maintain motivation through promotional opportunities and additional roles. Tutoring staff are largely self-managing. Management encourages guidance and support strategies. Staff were included in an Ako Aotearoa research project to monitor learners' learning needs and guidance and support. The findings will add to EmployNZ's own guidance and support strategies.

Strong industry partnerships have developed over long periods of time. Partners are major local employers, some with chain stores located throughout New Zealand. EmployNZ managing director successfully contracted to provide all staff training for a major national chain store prior to its opening a new branch and has been invited to repeat the exercise in other cities. This confidence in EmployNZ attests to the value of the training provided.

Repeat business has been secured each year from employers, which is indicative of EmployNZ meeting industry partners' needs and is vital to providing ongoing employment opportunities. EmployNZ acknowledges that relationships are key to ongoing success, so communication is regular and ongoing. Weekly learner progress reporting is shared and effective in ensuring identified actions are monitored and addressed.

EmployNZ is proactive in meeting employer and learner needs. It arranges police checks on learners, adding value to employers so that any learner involved in work experience is already police-cleared should this develop into an employment opportunity. For those learners who do not receive clear police checks, EmployNZ discusses the circumstances with the employer on a case-by-case basis. The employer then determines the outcome.

The scope of accreditation to assess against unit standards has been extended to enable assessments in multiple national certificates which has added value for learners. Some graduates have achieved three national certificates in ten weeks as staff have taken into account achievements gained at other institutes when designing learning plans.

EmployNZ has long waiting lists, enabling tutors to choose learners who are motivated to succeed and who can work together in specific cohorts. It is continuously reviewing performance and has implemented learner exit interviews to further affirm that needs are being met or to identify areas for improvement. Self-assessment has also led to standardised operations across all sites. Examples include improved student interview procedures, student placement logs reflecting own performance, and reporting processes for the first 20 days. The benefit to the learner is that, should they transfer to any of the three delivery sites, processes and training are consistent and the transition is smooth and does not impact negatively on learning. It is clear that EmployNZ's self-assessment practice is comprehensive and robust and leads to improvements in processes that benefit learners.

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**.

2.2 Focus area: Retail Bay of Plenty

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: Steps to Success

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.

Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.

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

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

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

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

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