

# Report of External Evaluation and Review

EmployNZ Limited trading as  
EmployNZ

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 30 July 2015

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MoE Number: 7391  
NZQA Reference: C18577  
Date of EER visit: 21 and 22 April 2015

# 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:	EmployNZ Limited trading as EmployNZ
Type:	Private training establishment (PTE)
First registered:	1 February 2001
Location:	56 Fraser Street, Tauranga
Delivery sites:	Palmer Court, Te Puke 399 Cameron Road, Tauranga 56 Fraser Street, Tauranga
Courses currently delivered:	<ul style="list-style-type: none"><li>• National Certificate in Educational Achievement (Levels 1 and 2)</li><li>• National Certificate in Employment Skills (Level 2)</li><li>• National Certificate in Hospitality (Level 2)</li><li>• National Certificate in Retail (Level 2)</li><li>• National Certificate in Business Administration and Computing (Levels 1 and 2)</li><li>• National Certificate in Computing (Level 2)</li><li>• National Certificate in Service Industry (Level 2)</li><li>• National Certificate in Social and Community Services (Level 2)</li></ul>

Code of Practice signatory:	Not applicable
Number of students:	Domestic: 62.1 equivalent full-time students – Māori 46 per cent; Pasifika 5 per cent
Number of staff:	25 full-time equivalents
Scope of active accreditation:	Consents to assess the unit standards comprising the above national certificates.
Distinctive characteristics:	<p>EmployNZ offers a range of services to clients, including pre-employment youth training funded by the Tertiary Education Commission (TEC) through the Youth Guarantee funding mechanism, and job preparation, mentoring and employment placement contracts with the Ministry of Social Development.</p> <p>EmployNZ was contracted by the Ministry of Social Development as the Youth Service provider for the Western Bay of Plenty. This has provided the organisation with a wider perspective on young people, their issues and circumstances, and has broadened its reach into community organisations, especially those supporting Māori. EmployNZ works with young parents, identifying NEETs (youth not in education or employment) in the community through relationships with local schools, other community organisations, TEOs and Māori organisations. This contract also enables EmployNZ to work closely with other PTEs to place students where they are likely to achieve success.</p>
Recent significant changes:	The company changed ownership in 2013 with the new owners, directors and staff taking over responsibility in May 2013. EmployNZ undertook a baseline survey of the complete organisation which became the road map for the organisation's growth, development and improvement.
Previous quality assurance history:	NZQA conducted an external evaluation and review (EER) of Waimarie Training and Development Limited trading as EmployNZ in June 2011. NZQA was Highly Confident in the organisation's educational performance and Highly Confident in its capability in self-assessment.

## 2. Scope of external evaluation and review

Prior to the EER, discussions were held between EmployNZ's general manager, chief executive and the NZQA lead evaluator. The following programme focus areas were selected for inclusion in the EER scope because they reflected the provision of Youth Guarantee funded trade and non-trade education and training offered by EmployNZ.

- Trade – National Certificate in Hospitality (Level 2)
- Non-trade – National Certificate in Business Administration and Computing (Level 2)

Governance, management and strategy was also included in the EER scope as a mandatory focus area in accordance with NZQA policy for all tertiary education organisations.

## 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

The EER was conducted by two evaluators over two days at the organisation's premises in Tauranga. The lead evaluator also briefly visited the Te Puke site. The evaluation team interviewed representatives from the Board, the senior management team, programme leaders, Youth Service team leaders, tutors and a selection of graduates and students.

In addition to documents submitted prior to the visit (self-assessment summary and investment plan), documents and other resources reviewed included learner result and outcomes data, session plans, Board reports, annual programme reports, learner feedback data with subsequent analysis and actions, staff meeting minutes, staff and student 'brag books' (testimonials), and whare tapa wha kaupapa as it pertains to EmployNZ (tikanga Māori values).

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **EmployNZ Limited trading as EmployNZ**.

The key reasons are:

- Since the purchase of EmployNZ in 2013, management has improved learner achievement, exceeding contracted TEC targets for course and qualification completions. Māori and Pasifika learner achievements also exceeded their respective TEC targets and have increased annually. These are very good results, although Pasifika enrolments are less than 5 per cent of the total.
- EmployNZ has successfully re-engaged learners who left school with no qualifications and who are successfully achieving multiple qualifications, which can be as many as six qualifications at levels 1 and 2. These results have been excellent successes to celebrate for these learners and their families.
- More than half the graduates are progressing to employment or further training. This achievement has been bolstered by the inclusion of work experience components where students apply skills to industry standards and employers can observe prospective employee capability.
- Graduates are leaving with acquired skills, communication and time-management skills, raised self-confidence, are work-ready, and are more independent and punctual.

EmployNZ is outcomes-focused, and its strategies for improvement and growth are successful, as borne out by its educational achievements. These are excellent results as previously disengaged learners are successfully achieving formal qualifications that increase their employment opportunities and eligibility to access higher-level study.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **EmployNZ Limited trading as EmployNZ**.

The key reasons are:

- A survey conducted following the purchase of EmployNZ in 2013 led to a strategy and actions to improve performance and growth. These actions led to improvements in student achievement and the underpinning processes. They included a review of and subsequent improvements to teaching programmes and assessments. The process for staff appointments was changed to include empathy to work with youth, and improved teaching practice, resources and lesson planning.
- The organisation is replacing commercially produced teaching packages and assessments with customised packages that are relevant and current. Through improved session planning, lessons are more interactive and interesting, raising learner motivation. They include guest speakers from industry.
- Following learner and employer feedback, work experience components were incorporated into the hospitality programme to enable learners to apply skills at the industry standard. Through work experience, learners develop a work ethic and can quickly transition to become potential employees which employers also appreciate.
- As the Ministry of Social Development contracted provider of Youth Service for all of the Western Bay of Plenty, EmployNZ provides a range of support services such as access to education, training or work-based learning courses, mentoring and support, access to a youth coach and advice and support to access any financial assistance available. Youth Service staff may direct learners to EmployNZ or any other training providers in the area based on learner needs. This range of services complements the support services provided by teaching staff, helps reduce barriers to learning, and improves opportunities for success.
- Student surveys note a 95 per cent satisfaction rate with the programmes, noting in particular tutor effectiveness, course content and support. This satisfaction was affirmed by the interviews by the evaluation team.

While EmployNZ has met the majority of external moderation requirements, including all industry standard-setting bodies, it did not meet the requirements for two unit standards externally moderated by NZQA. These two unit standards also signal a need to strengthen internal moderation. EmployNZ has a very effective strategy to address this incongruity, which includes using external expertise to manage moderation, and moderation professional development for teaching staff in the first instance which demonstrates an area identified for improvement effectively managed.

# Findings<sup>1</sup>

## 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 met most of the important needs of the students and stakeholders. It has exceeded contracted TEC targets for course and qualification completions since purchasing the organisation in 2013. This is illustrated in Table 1 below. Māori and Pasifika student achievements also exceeded TEC targets; however, Pasifika enrolments are low (less than 5 per cent). Māori and Pasifika achievement is illustrated in Table 2 below.

The organisation collates achievement data in real time and analyses this data by programme, ethnicity, site and tutor, and benchmarks internally and against other Youth Guarantee providers. This analysis shows EmployNZ results are in the top quartile of Youth Guarantee providers and trending up each year.

These are very good results as many of these students generally have had negative school experiences yet leave EmployNZ with acquired skills, raised self-confidence, communication and social skills, and time management, and are more independent and punctual.

EPI	2013-14 All YG progs (TEC target)	2013 Hosp. (actual)	2013 BAC (actual)	2013 All YG progs (actual)		2014 Hosp. (actual)	2014 BAC (actual)	2014 All YG progs (actual)	
CC	60 level 2	NA	72	72		88	74	73	
QC	40	NA	62	64		81	67	71	

EPI – education performance indicator; YG – Youth Guarantee; BAC – National Certificate in Business Administration and Computing; CC – course completions; QC – qualification completions

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

<b>Table 2. EmployNZ Youth Guarantee achievement data %, 2013-14, Māori/Pasifika</b>							
	2013-14 TEC target	2013 All students actual	2013 Māori actual	2013 Pasifika actual	2014 All students actual	2014 Māori actual	2014 Pasifika actual
Course completion	60 level 2	72	65	91	73	69	58
Qualification completion	40	64	49	58	71	67	55

Graduate destinations are formally tracked for 90 days post-course and longer term informally by text, email and Facebook. Youth coaches from the Ministry of Social Development Youth Service support graduates progressing to employment or further study. Table 3 shows that more than half of the students on each programme progress to employment or higher-level study. These are very positive outcomes for learners who generally were at home and disengaged from education.

<b>Table 3. EmployNZ Youth Guarantee destination data, 2014</b>		
	National Certificate in Business Administration and Computing	National Certificate in Hospitality
Employment	44	40
Further study	19	50

In addition to these very good results, students who entered with no qualifications are leaving with multiple qualifications. An example is those who leave with the National Certificate in Hospitality (Level 2) may also have achieved the National Certificate in Educational Achievement (Level 1 and 2), the National Certificate in Hospitality (Level 1) and the National Certificate in Employment Skills.

On entry, EmployNZ tests all students' literacy and numeracy ability using the TEC assessment tool. On completion of their programmes, the organisation reports very good results as some students progress more than two steps. The hospitality students achieve marked improvement in numeracy, attributed to the hands-on numeracy activities attached to the programme (weighing and measuring ingredients for cooking and baking and calculating food quantities for weekly lunch served to staff and students).

EmployNZ attributes this ongoing improvement in achievement to a number of strategies, including revising programmes for currency and relevancy such as providing barista training to the industry standard through work experience. Improved session planning has led to more interactive and interesting lessons. EmployNZ has progressively replaced commercially produced teaching and assessment packages with its own customised lessons plans and assessments relevant to the student and context. Achievement is reported, monitored and

celebrated weekly at staff meetings and formally reported at monthly management and board meetings.

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

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

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

EmployNZ is outcomes-focused and is achieving valued outcomes for its students and stakeholders. As reported in Findings 1.1, students gain skills and experience from the programmes which can result in multiple qualifications. This is a highly valued outcome as it is the result of re-engaging students who have left school with no qualifications and who then go on to achieve in this way.

The hospitality programme offers a work experience component which is readily available in the hospitality industry, and this additional industry experience has led to employment while other graduates have chosen to progress to higher levels of study in this field. The work experience component is valued by employers as learners develop a work ethic and skills at the industry standard and quickly transition from student to productive staff member.

Graduations provide a forum to celebrate success and also an opportunity for parents and caregivers to voice their appreciation to staff for the successful re-engagement of their children in education, which has led to achieved qualifications and success.

Student satisfaction feedback is 95 per cent positive, noting in particular tutor effectiveness, course content and support. This feedback is one of the reasons why previously disengaged learners are completing their studies.

EmployNZ has re-established advisory groups for stakeholder input, including new programmes. Brag books and testimonials are used by students and staff to collate evidence of achievements. Although only in its second year, the organisation also has rich anecdotal information about graduate destinations. It is exploring more varied ways to collate and analyse feedback from graduates and employers of graduates to inform the value of outcomes.

### 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 has reviewed its programmes and improved its planning to meet student needs. Monthly session planning includes resource provision to ensure that programmes are well resourced. Advisory groups have been re-established to provide industry input. The work experience component was included in programmes following input from learners, the advisory group and employers.

At enrolment, all learners are tested for literacy and numeracy ability levels using the TEC literacy and numeracy assessment tool. The results provide staff with information to gauge learning support needs. Staff have also embedded literacy and numeracy in teaching resources. In addition, learners set goals and measures which staff monitor through individual learning plans. Goal-setting, along with counselling to correct programme choice, has increased the chances of successful achievement, as seen from the qualification achievement results.

EmployNZ is contracted by the Ministry of Social Development to provide a range of support services offered to all PTEs in the Western Bay of Plenty (as part of the Youth Service initiative). As Youth Service caters to all PTEs, the organisation is aware of all the programmes provided by this network of providers and refers EmployNZ learners to these programmes if other programmes are more aligned to their needs. Youth Service also assists learners with financial queries pertaining to financial support provided by WINZ (Youth Payments, Young Parent Payment and Young Partner Payments), and caters for career quest guidance and guidance for employment choices. The combined efforts of Youth Service staff and EmployNZ tutors ensure that learner needs are identified and matched.

EmployNZ is exploring setting up focus meetings with parents to further encourage collaboration to reduce absenteeism, encourage support from home and build relationships, reduce barriers to learning, and increase learner success.

Following feedback from learners and employers, the PTE included work experience components in the hospitality programme so that learners could apply their newly acquired skills to industry time and standard. These work experience components have been so successful that EmployNZ plans to extend the components to the business administration programme. Another example of responsiveness to learner feedback is the flexibility of delivery at the Te Puke site when the kiwifruit season impacts on delivery time for six to eight weeks. During this time, the organisation uses homework packs and an extended delivery period to meet programme delivery requirements.

## 1.4 How effective is the teaching?

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

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

EmployNZ recruits teaching staff who are skilled and well qualified and empathetic to youth training. In addition to industry experience, staff hold tertiary teaching qualifications of either the National Certificate in Adult Literacy Education or Certificate in Adult Teaching or equivalents.

The organisation has included practical work experience components in the hospitality programme to enable learners to experience different caterers and cooking techniques. In addition to work experience opportunities in local cafes, hotels and eateries, students cater for a weekly lunch for staff and students. The weekly lunch provides teamwork opportunities which include budgeting, buying and catering. Barista training is also offered and coffee making is available during breaks. Guest speakers are invited to add interest and expertise, supplementing the tutor's delivery.

Almost half of the student body is Māori, and a cultural advisor has been recruited to incorporate the Whare Tapa Wha model (acknowledged holistic model including spiritual, physical, mental and social well-being) for all students. The model builds on tikanga Māori values that have been incorporated as they apply to EmployNZ, i.e. manaakitanga (breakfast is available at all sites), kotahitanga (team-building activities), maramatanga (ensure programme requirements are clear), rangatiratanga (negotiating class treaties), teina/tuakana (mentoring peers).

Learners' evaluations are very positive and were affirmed in the interviews with the evaluation team. Learners share positive stories weekly at Friday profiling, which add to their brag book records.

While EmployNZ has met the majority of external moderation of assessment requirements, it did not meet the requirements for two unit standards. It has a very good strategy to address this discrepancy, which includes using external expertise to manage moderation and moderation of professional development in the first instance.

## 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**.

The collaboration of teaching staff and Youth Service ensures learners are very well guided and supported. As the Youth Service provider for the Western Bay of Plenty region, EmployNZ collaborates with all other PTEs and provides coordinated access to external agencies, community groups and iwi services.

EmployNZ acknowledges that the continued engagement of learners ensures good attendance, and with effective teaching they are likely to succeed. Tutors try to reduce barriers to learning. Bus tickets and fuel cards ensure lack of transport is not a barrier. Breakfast is provided at all sites which learners really appreciate as they can concentrate better. EmployNZ enables learners to access 'Dress for Success' services to ensure they have appropriate clothing for job interviews and work experience. An 0800 number and social media access enable learners to contact the organisation when they need individual help, and the social media site provides interaction opportunities for learners, their peers and tutors. A student counsellor and Māori advisor are available for one-to-one support.

Learners can also access Pathways Awarua (online support site for reading, listening, writing, numeracy) if they prefer this method of support. Learners evaluate tutors and programmes and a student representative attends staff meetings to raise any matters concerning learners.

Collectively, these support mechanisms reduce barriers to success and are appreciated by learners. It was very clear to the evaluation team that EmployNZ's robust review processes have identified support needs which it has addressed, and it uses multiple support mechanisms to ensure learners continue to be supported to achieve success.

## 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**.

Governance and management are very effective at supporting achievement. They have done this by identifying student and stakeholder needs and recruiting effective teaching staff and improving teaching practice to give learners every opportunity to succeed. Programme reviews leading to improved content, work experience opportunities, and guest speakers provide varied deliveries which suit the learners' different learning styles. Continued upward trends of achievement attest to the success of this strategy.

Following the change of ownership it was clear that ill health had prevented the previous owner from maintaining quality assurance at the previous high level. Management put in place a road map of actions to restore achievement, underpinned by strong processes. Staff were involved in executive management meetings so strategic planning and actions were well communicated and agreed and therefore more likely to be implemented.

Management has acknowledged their staff and learners by refurbishing all teaching premises and ensuring all programmes are well resourced. To help tutors monitor learner progress, EmployNZ has improved data collation and analysis, enabling

weekly meetings to discuss learner achievement and to access real-time data. This has been very helpful as tutors are managing progress in multiple qualifications and learners appreciate the ready access to progress data.

Management is responsive to learner and stakeholder feedback. This was demonstrated by improved teaching practice and the inclusion of work experience opportunities. Evaluation practices have been extended to include a staff survey which identified actions to ensure consistent positive responses across all sites.

Staff appraisals have provided an opportunity to identify staff upskilling needs, and the organisation has sought to recruit external expertise while this upskilling is implemented. An example is the use of external expertise to support moderation, and this highlights a situation where management as caring employers were managing staff personal circumstances before contracting external expertise. However, this led to a slower response than management preferred to assure itself that internal and external moderation processes are robust.

The Board is outcomes-focused. Its drive to improve teaching practice, and the excellent support provision by Youth Service combine to support overall educational achievement.

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

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

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

### 2.2 Focus area: Trade programmes – National Certificate in Hospitality (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: Non-trade programmes – National Certificate in Business Administration and Computing (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 **Good**.

# Recommendations

NZQA recommends that EmployNZ:

- Continue to seek alternative methods to elicit feedback from graduates and stakeholders which will inform programme review and the value of training offered.
- Continue the moderation strategy to provide assurance that assessment judgements are fair, valid and consistent.

# 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](http://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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