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External Evaluation and Review Report

National Trade Academy Limited

Date of report: 4 September 2019

About National Trade Academy Ltd

National Trade Academy (NTA) provides education and training that leads to qualifications in a range of land-based industries (agriculture, equine, horticulture, animal care) and, more recently, commercial pilot licences.

Type of organisation:	Private training establishment (PTE)
Location:	890 McLeans Road, Harewood, Christchurch
Code of Practice signatory:	Yes
Number of students:	Domestic: 160 equivalent full-time students (80 per cent European, 15 per cent Māori, 5 per cent other) International: 41 equivalent full-time students
Number of staff:	22 full-time, eight part-time, 10 casual
TEO profile:	See: NZQA – National Trade Academy Limited NTA offers land-based training at its Christchurch site, and commercial pilot licence training by sub-contract at Oamaru. It is planning to deliver ESOL (English for Speakers of Other Languages) programmes in Christchurch in early 2019.
Last EER outcome:	In 2014, NZQA was Highly Confident in the PTE's educational performance and Highly Confident in its capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• International Students: Support and Wellbeing• New Zealand Certificate in Primary Industry Skills (Level 2)• New Zealand Certificate in Animal Care (Companion Animals, and Lifestyle Block Animals) (Level 3)
MoE number:	7402
NZQA reference:	C29482
Dates of EER visit:	20 and 21 November 2018

Final report

Summary of Results

NTA programmes have been delivered in response to the identified need for land-based training. The combined teaching, support and facilities provide optimum opportunities for students to succeed. Students are gaining transferable skills to help them secure employment or engage in further study.

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| Highly Confident in educational performance | <ul style="list-style-type: none">• NTA has successfully transitioned from NTA qualifications to New Zealand qualifications.• Governance, management and teaching staff use their close links with industry to inform industry and employer needs.• NTA is meeting most of the important needs of students, re-engaging disaffected domestic students in study, with positive outcomes. |
| Confident in capability in self-assessment | <ul style="list-style-type: none">• More than half of NTA's domestic graduates progress to employment or further study and 99-100 per cent of international graduates secure employment.• NTA works closely with local farms and horticultural companies to provide work experience which in many cases has led to employment on graduation. It also has its own four business units to support learning and supplement the school's income.• Satisfactory completion rates, together with evidence of applied industry skills, personal growth and enhanced wellbeing, reflect positive learner achievement and outcomes.• NTA has sound reporting and review processes. However, there is room for improvement in analysing and using raw data to better understand overall organisational performance in educational achievement, and strengthening moderation practices to affirm assessment results. |

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Many domestic NTA students arrive with little prior educational achievement, poor self-esteem and at-risk behaviours. Staying engaged in study is their first achievement.</p> <p>More than half of domestic students complete their course, progressing to employment or further study. This is a very good result given that many of these second-chance learners have learning and behavioural issues. In addition, staff report very positive improvements in personal development, timeliness, raised confidence and improved attitudes, characteristics appreciated by prospective employers.</p> <p>All international graduates in 2017 secured employment, and to date 99 per cent of 2018 graduates have been equally successful. These outcomes, along with very high course completions, show how well NTA meets these students' goals. By agreement with NTA, the students undertake 10 weeks of training before starting work. Employers appreciate the skills graduates gain and bring to employment.</p> <p>NTA knows how well students are achieving, but has generally relied on Tertiary Education Commission (TEC) data for overall achievement rates and cohort analysis. Generating and analysing this data would deepen NTA's understanding of achievement trends and inform improvements.</p>
Conclusion:	NTA is achieving good results for domestic students with little prior educational achievement. Many are making considerable progress beyond the classroom. International students' achievement is excellent.

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 students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The programme outcomes are highly valued by students, their families and stakeholders. Students graduate with increased confidence and a set of practical skills which equip them well to work in land-based industries experiencing staff shortages.</p> <p>Stakeholders interviewed confirmed valued outcomes such as graduates gaining foundation skills, preparedness to work, and an openness to learn skills specific to the employer's situation. NTA encourages work experience opportunities to enhance the practical skills learnt on site and in turn are applied in the employer's larger-scale context. International students complete a two-week work experience block at the end of the programme, which to date has led to employment. Regular and extensive stakeholder engagement has ensured a high level of access to employment, thereby delivering on valued outcomes.</p> <p>Processes for gathering graduate and employer perspectives have been reviewed as part of NTA's preparation for consistency review. Data has been collated to show related and unrelated further study, related and unrelated employment, withdrawals and unknowns to build on rich data about outcomes. Two recent appointments: programme quality manager (collating and analysing destination data) and the recruitment manager (matching graduates with employment opportunities and gaining feedback) are expected to further strengthen this work.</p>
Conclusion:	<p>The programmes are highly valued as domestic graduates re-engage in education, with more than half either advancing to further study or gaining employment, while almost 100 per cent of international graduates gain employment.</p> <p>NTA continues to review and improve its processes for facilitating graduate pathways and gathering evidence of the value of NTA programmes and any improvements required.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>NTA took part in the Targeted Review of Qualifications to inform and smooth the transition from NTA qualifications to New Zealand qualifications. NTA keeps up to date with industry needs through individual and professional networks.</p> <p>Programme content and delivery are meeting the needs of students. Learning activities help students to develop practical skills alongside theoretical knowledge in a supportive environment. Purpose-built facilities, supported by four business units (agricultural farm park, horse riding and trekking centre, a forestry block and a horticulture nursery) provide opportunities for students to apply and demonstrate learnt skills.</p> <p>Tutors are industry skilled and qualified. NTA supports them to enrol in adult education qualifications to strengthen their teaching and assessment skills. The mentoring, shadow teaching and observation processes are effective in settling new tutors into their roles and for sharing good practice.</p> <p>Programme reviews draw on feedback from a variety of sources. Changes to programmes have improved student engagement and programme delivery. The collective expertise of senior staff will strengthen these processes. Moderation has been strengthened internally, but there are still mixed results from external moderation by NZQA and the Primary Industry Training Organisation (Primary ITO). NTA is working with both organisations to resolve these matters.</p> <p>Students are very satisfied with their study. NTA regularly gathers and analyses feedback, identifying and acting on areas for improvement.</p>
Conclusion:	NTA is delivering programmes that demonstrably meet the needs of stakeholders, including students. Stakeholder and student feedback is gathered and acted on. A greater focus on improvements to moderation will strengthen educational performance in relation to this key evaluation question.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Enrolment and orientation processes prepare students for study and provide opportunities to establish social support networks. In addition, international students are provided with comprehensive documentation prior to accepting and enrolling in programmes.</p> <p>Students are well supported during the programmes as classes are small and tutors either support students directly or are assisted by the international student administrator or management. In addition, a qualified literacy and numeracy tutor is available to assist, as are reader/writer services. As many students have learning and behavioural challenges, individualised learning and support plans reviewed monthly ensure more specific support. Informal daily catch-up sessions supplement the formal processes of tutor/student interviews. Tutors also make use of capable students as peer support for classroom or practical activities.</p> <p>Tutors report that international students are highly motivated. First language support is available if required, although the high achievement rates tend to confirm that these motivated students are well supported to achieve their learning goals.</p> <p>NTA has effective processes for monitoring student engagement, progress and wellbeing (including for international students). Staff maintain records of learning and behavioural issues so there is an organisational awareness to collectively support the students. Attendance and progress are closely monitored and, where required, family support and encouragement is also used.</p>
Conclusion:	NTA demonstrates very good practice in supporting students to remain engaged in all aspects of their study and to achieve. There is good evidence of review to drive improvements.

1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>NTA has effective links to land-based industries and educational and professional networks at all levels, including governance members who guide the direction and planning of the organisation. The PTE's goals are strongly aligned to its business and educational aspirations. This is demonstrated by the business-as-usual delivery, integrated into the four business units which provide a realistic commercial environment in which to consolidate the learning, supplemented by strategic future-proofing. This year NTA offered commercial pilot licence training in Oamaru and is currently completing plans to deliver English language programmes at its Christchurch site in 2019.</p> <p>NTA has maintained its educational performance and valued outcomes, despite cohorts of students with learning and behavioural challenges and changes in funding body requirements. NTA has also maintained its purpose-built facilities, provided training for staff, and recruited additional managerial and support staff. In addition, it continues to meet international contracts. NTA has successfully run a primary sector scholarship programme for Chileans for seven years and Koreans for three years.</p> <p>Since the previous EER, NTA has transitioned to programmes that lead to New Zealand qualifications. The success of this transition is attributable to its engagement and consultation processes, stakeholder networks, and subsequent needs analysis and programme design. Further, recent managerial appointments are already showing benefits to the monitoring the effectiveness of valued outcomes.</p>
Conclusion:	Despite challenges, NTA effectively supports educational achievement for its students. Management, academic and pastoral care processes are well documented and regularly reviewed for effectiveness. External moderation and the management and use of achievement data management are areas for continued improvement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NTA has generally effective processes for managing key areas of compliance, including:</p> <ul style="list-style-type: none"> • Annual reviews of compliance with the Education (Pastoral Care of International Students) Code of Practice 2016. A selection of international student files were found to be compliant. • Ongoing reviews and monitoring of programme delivery and student learning hours for consistency with NZQA programme approval. • Processes and reporting to meet legislative obligations, including health and safety regulations. <p>Notwithstanding the above, there are some areas that require further NTA attention and improvement:</p> <ul style="list-style-type: none"> • A 2018 TEC desktop audit against the fees-free delivery identified some errors relating to student records and breakdown of courses. NTA has addressed these matters.² • NTA has responded to a standard joint NZQA/TEC letter concerning credit reporting. • NZQA and Primary ITO have reported mixed external moderation results and require improvements. Primary ITO found NTA non-compliant for all three unit standards it moderated. Some errors were noted in the Primary ITO assessment material used by NTA. This material has been corrected for 2019. A literacy unit standard NTA submitted to NZQA for external moderation was non-compliant two years consecutively and the 2017 report is pending. • After several delays, NTA has recently gained approval from NZQA for a range of subcontracting arrangements

² The TEC is in discussion with NTA about its ongoing financial viability.

Conclusion:	NTA is generally managing its compliance responsibilities effectively. Attention is required to strengthen moderation to ensure assessments are fair, valid and consistent, and to ensure that all other NZQA requirements are met in full.
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Focus Areas

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

2.1 Focus area: International Students: Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: New Zealand Certificate in Primary Industry Skills (Level 2)

Performance:	Good
Self-assessment:	Good

2.3 Focus area: New Zealand Certificate in Animal Care (Companion Animals, and Lifestyle Block Animals) (Level 3)

Performance:	Good
Self-assessment:	Good

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that National Trade Academy Limited:

- Continue to collate, analyse and use raw achievement data to better understand overall organisational performance in educational achievement.
- Continue strengthening moderation practices to affirm assessment judgements.
- Check its systems for monitoring compliance with all NZQA regulatory requirements, specifically as these relate to subcontracting.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix 1

Table 1. National Trade Academy achievement data

	2015 NTA	2015 All PTEs	2016 NTA	2016 All PTEs	2017 NTA	2017 All PTEs
Course completions	%	%	%	%	%	%
All students	75	83	68	82	62	76
Māori	60	74.5	54.6	67.9	46.8	67.9
Pasifika	0	74.5	0	74.2	0	74.9
Under 25	66.8	80	96.3	75.3	58.9	72
International	99.3	91	95.2	87	95.8	87.7

Source: NTA using data from NZSCED 05 & 06 and all funds – Youth Guarantee and Student Achievement Component

Table 2. Domestic student destination data

Domestic student destinations	2017	2018
Further related study	45%	44%
Unrelated study	3%	4%
Related employment	16%	15%
Unrelated employment	8%	4%
Withdrawals	12%	27%
Unknown	16%	6%
Total	100%	100%

Table 3. International student destination data

International student destinations	2017	2018
Further related study	0%	0%
Unrelated study	0%	0%
Related employment	100%	99%
Unrelated employment	0%	0%
Withdrawals	0%	1%
Unknown	0%	0%
Total	100%	110%

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud³*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

³ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation and cooperation 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 Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 require registered private training establishments to undertake self-assessment and participate in external evaluation and review 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/ga-rules/external-evaluation-rules-2016/1/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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Final report