



External Evaluation and Review Report

National Trade Academy Limited

Date of report: 30 January 2023

About National Trade Academy Limited

National Trade Academy provides foundation education and support for domestic and international learners in a range of land-based industries. National Trade Academy also has (subcontract) relationships with other training organisations to deliver a portfolio of programmes to secondary school students as lead provider of the Land Based Trade Academy.

Type of organisation:	Private training establishment (PTE)
Location:	890 McLeans Island Road, Harewood, Christchurch
Code of Practice signatory:	Yes
Number of students:	At the time of this EER there were: Domestic: 269 equivalent full-time students: <ul style="list-style-type: none">• 27 per cent Māori• 0.5 per cent Pasifika• 92 per cent under 25 years International: 50 equivalent full-time students
Number of staff:	30 full-time equivalents
TEO profile:	See National Trade Academy on the NZQA website
Last EER outcome:	The previous external evaluation and review (EER) of National Trade Academy, held in November 2018, resulted in summative judgements of Highly Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	The current EER looked at the following focus areas: <ul style="list-style-type: none">• New Zealand Certificate in Primary Industry Skills (Level 2) [ID: 118450/5] [Qualification ref# 2218]. This is National Trade Academy's biggest single programme and includes both domestic and international cohorts.

- Secondary/Tertiary Partnership (STP) programmes. This is a significant part of National Trade Academy's operation – about 50 per cent of the PTE's overall delivery. Includes partnership delivery with subcontractors and takes place in schools throughout New Zealand.
- International Students: Support and Wellbeing. This is a mandatory focus area.

MoE number: 7402
NZQA reference: C50918
Dates of EER visit: 7-10 November¹

¹ The EER included visits to National Trade Academy's head office in Christchurch CBD and their primary campus at McLeans Island, Canterbury.

Summary of results

There is clear and comprehensive evidence that National Trade Academy is providing quality education and training leading to positive outcomes for its students, their families, industry and the community.

Highly Confident in educational performance

- Students are highly engaged in their learning and are well supported to succeed in gaining both confidence and interpersonal skills while achieving formal qualifications and/or NCEA² credits.
- Education is delivered in contexts appropriate to student needs and relevant to the industries they are being trained for.
- Excellent value is evident for international students, and the dairy industry in particular. Graduates are gaining sustainable employment on farms throughout New Zealand.

Highly Confident in capability in self-assessment

- Stakeholders confirm that students and graduates are making positive changes in their lives as a result of the support, education and learning they receive at National Trade Academy.
- National Trade Academy is using its strong professional networks and community relationships effectively to develop and deliver programmes that meet student and stakeholder needs.
- The organisation is well managed and has a clear philosophy and purpose that is reflected throughout its campuses. The activities are very well resourced and National Trade Academy uses the resources effectively. Important compliance accountabilities are being well managed.
- Self-assessment at National Trade Academy is ongoing, authentic and transparent; findings are being used insightfully to bring about worthwhile improvements.

² National Certificate in Educational Achievement

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are improving their wellbeing and acquiring useful skills and knowledge, including transferable skills such as teamwork, communication and confidence. Importantly, students' strengths are identified and validated, and they can plan for their future education and other priorities with confidence.</p> <p>Course completions for the New Zealand Certificate in Primary Industry Skills were over 80 per cent in 2020 and 2021.⁴ This is commendable and above national averages⁵ for these types of programmes and students. Students are achieving credits towards NCEA and successfully transitioning to further education or employment⁶, a benefit that was applauded by schools interviewed during the EER.</p> <p>Ākonga Māori make up approximately 27 per cent of the total student cohort, predominantly on STP programmes. Completion rates for the students on STP programmes were slightly above the general cohort in 2020, and then slightly below in 2021.</p> <p>National Trade Academy has tracked achievement rates for students with disabilities across programmes. There is work in progress to further define and identify students with disabilities to meet Tertiary Education Commission (TEC) disability action plan requirements. A significant number of students at National Trade Academy present with some form of learning, psychological and/or physical disability. The PTE provides sound support for these students.</p>

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ Refer Appendix 1

⁵ National Trade Academy benchmarked their 2021 performance against similar providers using TEC educational performance data.

⁶ Refer Appendix 1

	<p>All full-time programmes include embedded literacy and numeracy. Students are assessed at the beginning, mid-way and at the end of their enrolment in the programme. Over half of National Trade Academy learners show a significant improvement in their numeracy and writing ability.⁷ National Trade Academy has experienced an increasing number of learners entering with very low-level literacy and numeracy. The PTE is adjusting its literacy and numeracy progression analysis to align with point improvement (as opposed to step improvement). This will enable them to provide a more granulated analysis of those students who are not showing a step improvement in Gain Reports.</p> <p>Staff at National Trade Academy demonstrate a good understanding of, and commitment to, the factors that lead to student achievement and regularly analyse and discuss ideas for improving achievement. Every campus has weekly staff meetings where ideas for improving course delivery and student achievement are discussed and agreed.</p> <p>Although National Trade Academy has a large amount of achievement data, the flexible nature of programme design and delivery makes it difficult to produce simple and succinct achievement information. Data could be used more effectively if it was analysed and presented in such a way that staff could recognise trends to inform evidence-based improvement strategies.</p>
<p>Conclusion:</p>	<p>Students are consistently passing courses and achieving a qualification, as well as substantial personal benefit and growth. National Trade Academy has a focus on learner achievement, and staff understand the variables that influence it. More concise educational performance reporting for staff would help provide a sound basis for improvement.</p>

⁷ As measured by the Gain Reports for individual learners using the TEC Literacy and Numeracy for Adults Assessment Tool.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Feedback from schools indicates that school students are realising excellent value from their study and other activities at National Trade Academy. Students completing formal assessments are gaining qualifications and credits towards NCEA.⁸ School staff report that students on both formal and non-formal programmes and activities benefit from their experience and grow in confidence as a result. Staff had many anecdotes of students whose behaviour and attitude at school had changed positively as a result of their engagement at National Trade Academy. Students are able to apply their skills in work, life and family.</p> <p>Since 2019, all of the international student graduates from the New Zealand Certificate in Primary Industries have gained full-time employment in the dairy farming industry. Through the programme they have gained a valuable introduction to New Zealand culture and farming methodology, which greatly increases their ability to adapt and function well within their new employment environment.</p> <p>National Trade Academy provides a fully integrated service for international students, including student recruitment overseas, training, employment placement, and support for work visa application and farm accreditation through their in-house licensed immigration advisory service. Graduate support in this programme continues for at least three months after employment. Employers spoken to as part of this EER greatly appreciated this service and acknowledged that graduates had the appropriate skills and attitudes for work on dairy farms.</p>
Conclusion:	Students at National Trade Academy are gaining excellent value from their study by achieving or exceeding their academic and personal goals. Long-term relationships with stakeholders also signify that they value the outcomes for students. National Trade Academy has strong relationships with schools, teachers and employers who provide useful information about outcomes.

⁸ Refer Appendix 1

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:	Excellent
Findings and supporting evidence:	<p>National Trade Academy's efforts to meet the personal and academic goals of every student is an area of excellence for the organisation. The mix of programmes offered, the flexible start and finish dates, and the delivery style are relevant to the students, stakeholders and the industries they serve. The organisation is well attuned to the needs of the students through years of experience in the same market and through constantly seeking feedback from students, their whānau, schools, employers and other agencies. Activities at all levels of the organisation are firmly relationship-based.</p> <p>Tutors identify the aspirations and interests of their students and, where possible, structure their teaching to align with those aspirations. Every student has an individual learning plan which they regularly reflect on with National Trade Academy staff. This ensures that student learning needs are being identified, monitored and well met.</p> <p>There was evidence of the teaching staff regularly engaging in focussed discussion about teaching practice and sharing ideas, experiences and knowledge through their daily interactions and staff meetings. This is driven by the teachers but also well supported within a whole-of-organisation commitment to continuously improving educational performance. All staff engage in regular professional development which is supported and funded by the PTE.</p> <p>Academic standards are clearly documented, understood and maintained across all campuses. Programmes are regularly reviewed and updated, and there was evidence of strong internal and external moderation processes supporting sound assessment.</p>
Conclusion:	National Trade Academy's regular and ongoing interaction with its students and stakeholders – ensuring that programmes and activities meet the existing and emerging needs of students,

	families and industry – is a compelling feature of the organisation.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students at National Trade Academy receive active, integrated and ongoing social and academic support from staff at all levels of the organisation. Intending students are well guided into courses that are appropriate to their aspirations and capabilities. A comprehensive orientation programme is available to students in their first week of study. Attendance expectations are effectively communicated to the students and their families and are monitored closely, with timely and appropriate follow-up as required. The system, while strictly enforced, is supportive and seeks to identify and address the reasons why students may not be attending classes.</p> <p>There was clear evidence of good teaching practice at National Trade Academy, and robust quality assurance of teaching which will ensure good teaching continues. Tutors and students described numerous activities and initiatives that motivate, engage and encourage students to get the full benefit from their time at National Trade Academy. All staff are enthusiastic and passionate about learning and teaching and are well supported by management. The strong rapport between students and staff was evident from discussions with management, stakeholders, staff and the PTE’s evaluation survey findings. Student feedback about the organisation and teaching is consistently positive.</p> <p>The organisation has effective processes to review how well it meets the spirit and intent of the Code of Practice.⁹ Through their Code self-review the PTE identified areas for further development and continues to address these, including delivering Code-related workshops for staff.</p> <p>Staff have strong pedagogic competency which enables robust educational support for the students and a very inclusive environment. The community developmental nature of the</p>

⁹ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

	organisation means that its staff go above and beyond the scope of classroom teaching to provide social and community support.
Conclusion:	Students at National Trade Academy are experiencing a strongly supportive and caring learning environment within a reflective organisational culture, ensuring its ongoing effectiveness.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>National Trade Academy is a private company, locally owned and operated. The PTE is governed by a board of two shareholder/directors who between them have strong educational, financial and governance expertise and more than two decades of successfully leading this organisation. The company accountant also attends some board meetings, ex-officio, to provide an independent perspective.</p> <p>The organisation is well managed and has a clear philosophy, purpose and values which are evident throughout the organisation. National Trade Academy uses its resources effectively within a sustainable business model. The campus at McLeans Island, where all land-based teaching takes place, is a unique working environment which provides hands-on, real-world opportunities for students to learn and practise their skills.</p> <p>National Trade Academy employs qualified and experienced staff, whom it manages effectively and actively develops. Most staff are employed permanently which enhances the academic capital of the PTE. Staff retention is high. Staff are valued for their expertise and are provided with the right support and opportunities for professional development to support them in their roles.</p> <p>National Trade Academy has well-established administration and management systems and procedures in place, with ethical practices. An adverse NZQA moderation monitoring outcome in 2021 was addressed constructively by NTA management and processes strengthened across the organisation to minimise the risk of future re-occurrences. The organisation encourages reflection on its role to continue to make ongoing and continuous</p>

	improvements to how it meets the needs of students and other stakeholders. Self-assessment is being well led by management.
Conclusion:	National Trade Academy has a clear vision and understanding of its enterprise, and strong leadership committed to providing effective support for educational achievement. Monitoring of performance within National Trade Academy is regular, transparent and effective.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Compliance is overseen by the general manager who ensures all managers and their staff are aware of their compliance obligations and that there are policies and procedures that comply with the requirements of NZQA and Immigration New Zealand, as well as relevant legislation such as that relating to visas, employment and health and safety.</p> <p>Indications of effective compliance management include:</p> <ul style="list-style-type: none"> • NZQA attestations and returns have been submitted within required timeframes. There is no recent 'risk' history with NZQA. • Policies are in place to manage requirements for fees protection (e.g. Public Trust, withdrawal and refund policies, etc) and visas (e.g. attendance requirements). • The courses at National Trade Academy are being delivered as approved by NZQA. • There are formal agreements in place for all subcontract arrangements. Evidential documents and discussions with subcontractors confirm regular quality assurance monitoring and reporting. • National Trade Academy is meeting its obligations with respect to the Code of Practice. National Trade Academy submitted an attestation to NZQA that they had completed a self-review of their implementation of the Code, as required for all PTEs by 1 November 2022.

	<ul style="list-style-type: none"> • All staff are police vetted to meet the requirements of the Children’s Act 2014. • The EER team selected and checked a random sample of international student files during this EER. All necessary documents were in the files in a well-ordered and easily accessible format.
Conclusion:	National Trade Academy has a clear understanding of its compliance accountabilities and manages these proactively and effectively to ensure obligations are met.

Focus areas

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

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

Performance:	Excellent
Self-assessment:	Good

2.2 Focus area: Secondary/Tertiary Partnership programmes

Performance:	Excellent
Self-assessment:	Excellent

2.3 Focus area: International Students: Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent

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 develop the collection of data for self-assessment, and build organisation-wide capability in analysing this data to inform improvement strategies.

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. Course and qualification completion summary – New Zealand Certificate in Primary Industry Skills (Level 2)

2019			
	Enrolled	Course completion	Qualification completion
Domestic	68	68 %	23%
International	164	100%	91%
Māori	13	53%	15%
Pasifika	0	0	0
Students with disabilities	12	61%	17%
2020			
	Enrolled	Course completion	Qualification completion
Domestic	34	84 %	65%
International	16	100%	75%
Māori	0	0	0
Pasifika	3	91%	67%
Students with disabilities	5	95%	80%
2021			
	Enrolled	Course completion	Qualification completion
Domestic	61	85 %	51%
International	2	100%	50%
Māori	5	93%	60%
Pasifika	4	95%	75%
Students with disabilities	16	88%	63%

Source: National Trade Academy Limited

Table 2. Year 12+ students from Land Based Trade Academy who achieved NCEA Level 2 by the end of their Secondary/Tertiary programme

	2020		2021	
	Achieved NCEA Level 2+	% of cohort	Achieved NCEA Level 2+	% of cohort
Māori	69	89%	40	73%
Pakeha	94	82%	72	87%
Pasifika	6	67%	2	25%
Other	19	86%	7	70%
Total	188	84%	121	78%
Female	54	79%	43	72%
Male	134	86%	78	81%

Source: Ministry of Education STP/Trades Academy Outcomes Profile

Table 3. Students from Land Based Trade Academy who had a positive transition (further education, employment or apprenticeship) following exit from their Secondary/Tertiary programme

	2020		2021	
	Total Positive Transition	% of cohort	Total Positive Transition	% of cohort
Māori	76	65.5%	79	83.2%
Pakeha	84	63.2%	116	94.3%
Pasifika	4	30.8%	7	77.8%
Other	12	44.4%	9	75.0%
Total	176	60.7%	211	88.3%
Female	43	47.8%	77	89.5%
Male	133	66.5%	134	87.6%

Source: Ministry of Education STP/Trades Academy Outcomes Profile

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 fraud¹⁰*
- *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.*

¹⁰ 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 under 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 authorised as responsible for Part 20 of the Education Act.

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, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 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 2018 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, training schemes and consents to assess and 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, 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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