

Report of External Evaluation and Review

Koru Institute Training Education

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 23 April 2015

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Final Report

Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Koru Institute Training Education (KITE)
Type:	Private training establishment (PTE)
Location:	5 Sutherland Terrace, Blenheim
Delivery sites:	As above
First registered:	20 November 2001
Courses currently delivered:	Current courses subcontracted by Te Wānanga o Aotearoa to deliver: <ul style="list-style-type: none">• National Certificate in Computing (Levels 2, 3 and 4)• Certificate in Computing and Business Administration (Level 2)• Certificate in Social Services (Biculturalism in Practice) (Level 4)

Adult Community Education (ACE) programmes

- Tikanga Marae
- Te Reo Māori
- Māori Traditional Arts
- Computerised Accounting Packages
- Treaty of Waitangi – Local Perspective
- Employment Skills

	<ul style="list-style-type: none"> • Introduction to Computing • Financial literacy • Running Your Own Business
Code of Practice signatory	Not applicable
Number of students:	Domestic: 2013 (253); 2014 (semester A – 112)
	Ethnicity for 2014 (semester A):
	<ul style="list-style-type: none"> • Māori 32.4 per cent • Pasifika 4.2 per cent • Pākeha 57.1 per cent • Asian 3.8 per cent • Other 2.9 per cent
	International: nil
Number of staff:	Eight full-time equivalents, five part-time
Scope of active accreditation:	The full accreditation for KITE is available at: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=744501001
Distinctive characteristics:	KITE is the only Māori PTE in the Marlborough region. It operates on behalf of Te Rau o Te Aroha Limited, a wholly Māori-owned limited liability company. KITE has charitable status through the Inland Revenue Department. KITE's aims are to seek, establish, manage, purchase, deliver and coordinate training and employment opportunities and any other service with the intent to increase the well-being of Māori and the local community. Its intent is to promote greater community-based networking and referral programmes with other tertiary educationalists, social services and community groups in Marlborough. Although KITE enrolls learners, the delivery of most programmes is through a contractual arrangement with Te Wānanga o Aotearoa. KITE has its own computing and business administration accreditation but chooses to deliver this programme under the arrangement with Te Wānanga o Aotearoa.

Recent significant changes: Recent changes include:

- Providing site rental to:
 - Te Wānanga o Awanuiarangi for the delivery of Hei Manaaki, a Māori tourism programme. The tutor for this programme is one of the directors of KITE, who is also an employee of KITE with responsibilities for managing and tutoring in the computer programmes contracted with Te Wānanga o Aotearoa. The employment of the KITE director is independent of KITE.
 - Barbican Training, a private training organisation that delivers foundation-level business programmes.
- Two new staff appointed in the last 18 months
- Resignation of the te reo Māori tutor

Previous quality assurance history: KITE was previously quality assured by NZQA external evaluation and review (EER) in April 2011, when it received statements of Highly Confident in educational performance and Confident in capability in self-assessment. KITE has not assessed NZQA-managed standards for almost nine years. All external moderation is conducted through Te Wānanga o Aotearoa as part of that institution's moderation schedule.

Other: Two of the three directors are husband and wife. The other director is one of the two founders of KITE. The chief executive officer is the daughter of the husband and wife directors.

2. Scope of external evaluation and review

The scope of the EER included three focus areas. These were:

- Governance, management and strategy (mandatory)
- National Certificate in Computing (up to Level 4)
- ACE programmes (with a concentration on tikanga marae and te reo Māori)

The choice of the computing programmes as a focus area was to highlight the subcontracting arrangements with Te Wānanga o Aotearoa, as well as to provide an opportunity to review the teaching delivery of one of KITE's main programmes. The choice of the ACE programmes' as a focus area was to explore KITE's ability to work with mature learners as well as understand its relationship with major stakeholders, including the Ministry of Social Development and local Māori.

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 over two days by two evaluators who visited KITE at the main teaching site in Blenheim.

The evaluation involved engagement with:

- One of the three directors of KITE
- KITE chief executive officer
- Three staff members¹
- Eight learners, all from the computing programmes
- Four stakeholders
 - One from Te Wānanga o Awanuiarangi
 - Two from government department regional offices
 - KITE accountant

In addition to the documents provided for the EER scoping, the EER team sighted and was provided with strategic and business plans, management and operational policies, quality management system documents, meeting minutes, moderation review results, self-assessment documents, and monitoring and programme review data (including results data, student achievement analysis, and stakeholder and learner feedback surveys).

¹ The director present for the EER is also an employee of KITE. This director oversees the Te Wānanga o Aotearoa computing programmes and was present for all the staff interviews.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Koru Institute Training Education**.

Key reasons include the following:

- Student achievement data shows that since 2012, KITE learners have consistently exceeded the Te Wānanga o Aotearoa contracted targets for course and qualification completions and retentions. Initial results for 2014 indicate that the trend will continue.
- KITE has developed strong relationships with stakeholders. As an iwi-mandated organisation, KITE is the preferred education provider to support the development and growth of the local iwi. Agency stakeholders' regard KITE as a credible training provider and commented that they had confidence in referring clients.
- Through a good understanding of its community, KITE management has chosen programmes that meet stakeholders' needs. These include foundation learning, retraining, supporting iwi development and upskilling.
- KITE has a comprehensive understanding of the pastoral care and support requirements of learners and an ability to satisfy those needs. Support includes no-fee programmes, addressing literacy and numeracy concerns, providing extra tuition (including one-to-one support), and providing advocacy and personal support.
- Sound governance and management has created a profile within the region of KITE as a credible education provider. Over the years this has allowed KITE to develop and maintain good relationships with stakeholders and sustain their confidence in the operations of KITE.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Koru Institute Training Education**.

Key reasons include the following:

- KITE employs an effective self-assessment regime which is meaningful and purposeful. It has developed its own quality assurance system which provides a structured and systematic approach to how it monitors and assesses the quality and effectiveness of its business operations. The structure also ensures that the levels of accountability are made explicit.
- Consistent scheduling of reviews set out in the quality assurance system undertaken across all programmes ensures that participant and stakeholder concerns are addressed effectively and expeditiously.
- Regular monitoring of learner achievement data occurs against contracted targets, with appropriate strategies put in place by management through the quality assurance system to address any areas of concern.
- KITE uses a number of self-assessment activities to provide feedback information, which over time has provided rich data for analysis and comparison to inform ongoing tutoring and learner achievement.
- Use of formal and informal networking with key stakeholders by KITE management provides KITE with valuable information on community needs and strategic goals. KITE is then able to assess its own capability and capacity to satisfy some of those needs.

Findings²

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**.

As shown in the tables below, achievement rates for KITE learners have been excellent. After varying levels of success in 2011, from 2012, 2013 and the first semester (A) of 2014, across all levels in the National Certificate in Computing focus area, student achievement data indicates that KITE learners have consistently exceeded Te Wānanga o Aotearoa contracted targets for course and qualification completions and retentions. Completions are well above the 73 per cent target, with an average of 88 per cent (Table 1a). Qualification achievement over the same period averaged 93 per cent, well up on the set target of 81 per cent (Table 1b). Retentions also show an average of 93 per cent, up from the set target of 85 per cent (Table 1c).

	Level 2	Level 3	Level 4
2011	69%	84%	70%
2012	90%	85%	93%
2013	85%	82%	90%
2014a***	90%	92%	89%
Average across all levels 2012-2014 (A)	88%		
* Denotes Te Wānanga o Aotearoa target ** Denotes KITE target *** Achievement data for semester A only			

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Table 1b. National Certificate in Computing (up to Level 4) achievement data, course qualifications (81%*, 83%**)			
	Level 2	Level 3	Level 4
2011	86%	83%	79%
2012	93%	90%	95%
2013	98%	95%	98%
2014a***	81%	100%	86%
Average across all levels 2012-2014 (A)	93%		
* Denotes Te Wānanga o Aotearoa target			
** Denotes KITE target			
*** Achievement data for semester A only			

Table 1c. National Certificate in Computing (up to Level 4) achievement data course retentions (85%*, 87%**)			
	Level 2	Level 3	Level 4
2011	84%	84%	82%
2012	95%	87%	94%
2013	100%	89%	95%
2014a***	94%	94%	87%
Average across all levels 2012-2014 (A)	93%		
* Denotes Te Wānanga o Aotearoa target			
** Denotes KITE target			
*** Achievement data for semester A only			

KITE management explained that from 2012 it deliberately inflated the Te Wānanga o Aotearoa targets by 2 per cent and used this as the benchmark for KITE learners. The rationale for this strategy was to challenge tutors to extend learners with the intent of ensuring they would meet their targets. KITE management said that, given the successes in 2012 and 2013 of exceeding the Te Wānanga o Aotearoa targets, it decided to abandon the 2 per cent target inflation but maintain the target as recognition of those successes.

There is good evidence from various sources that, in addition to enhancing their knowledge of computers and information technology, learners were acquiring other useful skills. These include designing and developing websites, increasing self-confidence from achieving a qualification, designing personal CVs, and increasing business skills. One learner had designed a website and used this to start their own business. Other learners were using their skills to help develop online policies and procedures for local service providers, enabling them to begin networking among the community.

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KITE has developed its own quality assurance system which provides an effective and systematic approach to how it monitors and assesses its achievement rates and overall business effectiveness. In relation to learner achievement, KITE undertakes a comprehensive enrolment and induction process that determines well the educational level of the learners and the appropriate level of entry into a programme. The induction process also identifies any learning issues such as literacy and numeracy competency. During the course, tutors hold regular weekly meetings where learner achievements are tracked against the contracted targets.³ Tutor monitoring and self-assessment occurs at all levels of the programme. The regularity of KITE's monitoring of learner progression ensures that it maintains a constant and strong level of understanding of how well learners are achieving.

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 **Good**.

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

Stakeholders confirmed that they derive much value from the educational outcomes achieved by KITE and that the PTE is making a valuable contribution in the region.

As one of a small number of PTEs –and the only Māori PTE in the region –, KITE maintains a strong educational choice and presence in its community, particularly for tangata and manawhenua iwi tribes. The local iwi has chosen KITE as one of its preferred education providers. An iwi member interviewed said that with the completion of their Treaty of Waitangi settlement claims, the strategic intent of the iwi is the development of their people. KITE has become a key driver for iwi growth because of its high profile in the community, close links with iwi, and positive record of supporting Māori, particularly through educational achievement.

Representatives from local government agencies also commented that they valued KITE as a training provider for client referrals. They appreciated the ongoing communications with KITE management and administration, and felt that this was a contributing factor to KITE's status as a preferred community provider in the region.

The two wānanga – Te Wānanga o Aotearoa and Te Wānanga o Awanuiarangi – that have contracted KITE to deliver its programmes said they were more than happy with the achievement levels of KITE learners. One of the wānanga is offering more programmes because KITE has the networks and credibility within the community to successfully deliver and achieve the programme outcomes. Learners commented that the value to them of the training provided by KITE was that the environment was conducive to their learning and gave them the confidence

³ Educational performance indicator targets are displayed in the classroom to enable both learners and tutors to monitor.

that the qualifications gained would allow them to progress to meaningful employment or higher education. Examples provided included two trainees who had each designed and developed websites; one used the site to promote their start-up business and the other was using their computer skills to help develop the policies and procedures at their place of work. Another trainee, with a trade certificate as a painter, needed to look at alternate work, as he was physically unable to continue painting. The learner said the computer skills attained from the programme were necessary for him to apply for alternate work because of his health.

KITE has clearly identified its primary stakeholders and over the years has fostered and maintained these relationships. The PTE has achieved this through regular stakeholder meetings as scheduled in its quality assurance system, feedback obtained from stakeholder evaluations, and ongoing contact from attendance at iwi gatherings and local activities and events. These relationships provide KITE with relevant information about the value of the outcomes to each stakeholder. Staff meeting minutes and regular monitoring – both internal and external – by Te Wānanga o Aotearoa and Te Wānanga o Awanuiarangi provide evidence of KITE seeking more performance feedback. KITE uses this information to help inform decisions relating to programme improvements and relevancy.

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**.

KITE is very effective in delivering programmes that meet the skill needs of its learners and satisfying the outcome requirement of other key stakeholders.

The KITE governance and management group has a good understanding of the cultural, economic, educational and social landscape in their region. They are involved in tribal affairs, and as the only Māori PTE in the region have forged and sustained a high profile in the community. Through these contacts they identify skills shortages and opportunities for growth in order to provide appropriate training and qualifications. The provision of business and computer technology training is a good example of the way KITE understands training needs in the region. The content of the computer courses is designed to staircase learners from a foundational level of computing, where they become familiar with operating a personal computer, to developing and designing websites in the advanced level courses. The total suite of computing programmes provides learners with the specific requirements to undertake further tertiary study at degree level.

The use of kaupapa Māori principles within KITE's business operations, as well as throughout the teaching programmes, provides an opportunity for KITE to offer a

cultural perspective for Māori learners. This includes providing occasions for learners to embrace te reo and tikanga Māori protocols within their programmes. Learners expressed positive views about learning these protocols, as this was the only opportunity for them to practise te reo and tikanga Māori. For some, this cultural aspect attracted them to KITE.

Evidence provided for the EER demonstrates that KITE is a training provider that consistently and effectively reviews and refines its programmes. Ongoing, systematic reviews through post-course evaluations and satisfaction surveys, contract monitoring, learner and stakeholder focus groups, staff weekly and annual planning hui and external moderation reviews provide KITE with sound information on the needs of its stakeholders. Programme changes based on stakeholder feedback are analysed by management and programme staff and are implemented in accordance with KITE's quality assurance system manual through a structured process. This allows for consistency in programme design and teaching activities as well as ensuring course objectives and outcomes are met.

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**.

Teaching delivery is highly effective. With learners enrolling to study, retrain or upskill for employment after being out of the workforce for many years, KITE has been effective in providing an inclusive and supportive learning environment. Programmes are well resourced and class sizes are small, enabling tutors to provide extra tuition time for learners requiring support. The small class sizes and extra support are contributing factors for learners persevering with their studies.

KITE offers well-structured programmes that teach a blend of kaupapa Māori principles and practice based experiential training. All current tutoring staff hold the unit standard 4098 *Use standards to assess candidate performance* and have or are working towards relevant adult teaching qualifications.

KITE has a clear process in place for assessing and inducting its learners. The process gives tutors a good understanding of learners' educational abilities so that they enrol in the most appropriate course level. Evidence from interviews and evaluation feedback shows that tutors are empathetic, passionate and supportive of the needs of learners and have strong teaching practices. Learners who require further learning support and tuition benefit from customised programmes and are offered one-to-one tutoring. The tutor responsible for the one-to-one tutoring has a primary school teaching qualification and is a specialist teacher of learners with high needs. All teaching staff have undertaken training in literacy and numeracy. This has led to the successful embedding of literacy and numeracy into the programmes.

The systems and processes used by KITE to manage teaching performance are very good. KITE uses a range of activities, including internal and external moderation⁴, evaluation feedback (learners and stakeholders), and peer observation. The chief executive officer or the senior programme tutor undertakes the peer observation. In addition, discussions relating to teaching performance and areas for improvement occur at weekly programme staff and monthly organisational meetings. Meeting minutes indicate that improvements have occurred from these discussions and reviews. The quality assurance system provides detailed processes of when and how teaching reviews will occur. The significant aspect of the quality assurance system is that it is clear and simple to follow and the evidence confirms that reviews are happening.

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**.

Learners are well supported and guided at KITE. The no-fees aspect of the programmes offered by KITE are a major factor for learners enrolling, particularly those on a benefit or who have become redundant or lost jobs. Support provided by KITE starts as soon as the learner decides to make an application to enrol. Learners receive comprehensive information on course outlines, outcomes and KITE's expectations of learners. Learners are also required to take a literacy and numeracy assessment. Should a learner present with any learning issues, KITE can provide appropriate strategies and support.

As mentioned, KITE offers extra tutor support, including controlled access to some of the programme's resources such as the use of the computers. For learners with serious learning barriers, KITE is able to accommodate them in a separate class with a designated tutor to provide greater one-to-one tutor support.

As part of core tikanga Māori values, KITE support also includes advocacy, CV development and advice to assist learners to prepare for job interviews. Learner and stakeholder interviews and student evaluation data indicate a high degree of satisfaction. A major stakeholder of KITE commented that the manner in which KITE supports learners is a contributing factor to their organisation's subcontracting of KITE to deliver their programmes. The stakeholder added that it was KITE's ability to provide ongoing support to learners, in a culturally appropriate way, that gives them confidence to continue the relationship.⁵

⁴ Te Wānanga o Aotearoa engages KITE in external moderation as part of its own moderation schedule.

⁵ At the time of the EER the stakeholder was offering KITE further programmes for delivery.

KITE uses a variety of sources, sighted by the evaluation team, to determine the quality and value to learners of its pastoral care activities. These include course evaluation reviews, stakeholder feedback (both written and face-to-face), programme staff meetings and annual planning meetings. The programme meeting minutes show the in-depth level of discussions that occur in regard to the welfare and well-being of KITE learners. Discussions include course-related support and non-course related work, such as accommodation and WINZ-related issues and how staff can provide the most effective support. KITE management commented that it monitors the level of non-course related support provided by staff to ensure staff are not over-extending themselves and there is an appropriate balance to the type of support provided. Policies and processes in KITE's quality assurance system document provide a comprehensive list of course-related support. The chief executive officer and senior staff monitor these activities to ensure tasks are completed and on schedule.

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

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**.

The overall governance and management of KITE is effective in supporting educational achievement. KITE's stated purpose, which is to provide adequate education for learners in the short-term and employment outcomes in the long-term, is clear and embedded throughout the organisation. Two directors on the governance group are the foundation owners of KITE and are responsible for setting the values and initial direction of the organisation. The chief executive officer has successfully carried on this direction through sound management and strategic practices. All staff have a good understanding of the organisational structure and their roles and responsibilities. These are clearly defined in job descriptions, organisational charts and the quality assurance system document. The low staff turnover provides convincing evidence of a well-led organisation.

As a small PTE with limited resources, KITE has deliberately chosen to set up subcontracting arrangements with larger tertiary providers to deliver the programmes. These programmes suit the majority of learners enrolling with KITE, such as second-chance learners, those returning to the workforce and those looking to retrain. Although the oversight and quality outputs of these programmes are determined by the larger institutions KITE still maintains its integrity in the delivery and management of the programmes. The long-term relationship and potential for the delivery of more programmes are indicators that the larger institutions have the confidence to maintain their relationship with KITE.

The ability to develop and sustain relationships with key stakeholders is a strong feature of KITE. These relationships provide KITE with a good indication of the

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cultural, economic and social scene within its region. This knowledge is used by KITE as part of its due diligence process in determining what programmes it can provide, the cost-benefit implications, and the organisation's capability and capacity to fulfil the contract. In addition, KITE uses stakeholder feedback to assess how well it is viewed by outside organisations and whether it is still a viable education option in the region. The development of the quality assurance system document provides KITE with processes that ensure governance and management responsibilities are clearly defined. Management commented that this was important given the close family links between the KITE directors.

There is excellent monitoring and recording of learner achievement and progression data, enabling KITE management to make improvement decisions within programmes. These include the setting of achievement targets for tutor performance. Meeting minutes at programme and organisation levels show that management takes seriously the discussions and decisions made, and acts on them. The fact that KITE has a small staffing roster means that discussions between governance, management and staff can occur on a regular basis, informally and informally.

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 **Good**.

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

2.2 Focus area: National Certificate in Computing (Level 4)

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

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

2.3 Focus area: ACE Programmes (with a concentration on tikanga marae and te reo Māori)

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

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

Recommendations

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

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

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

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

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

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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