



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Learning Innovations Limited

Date of report: 5 March 2024

# About Learning Innovations Limited

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*Learning Innovations addresses the skills gaps of its learners so they can achieve their training, employment and life goals. The PTE offers training in literacy, numeracy, digital literacy and English for Speakers of Other Languages. Training is part-time and mostly one-to-one, although there are group interactions. Support is embedded within individual pathways plans.*

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Type of organisation:	Private training establishment (PTE)
Location:	Ground Floor, Tower Building, 215 Railway Road, Central City, Hastings
Eligible to enrol intl students:	No
Number of learners:	Domestic: 173 learners in 2022 (25 equivalent full-time students in 2022)  Māori 67 (39 per cent), Pasifika 14 (8 per cent), refugee or migrant 37 (21 per cent), disabled 11 (6 per cent)
Number of staff:	Five full-time equivalents
TEO profile:	<a href="#">Learning Innovations – NZQA profile</a>
Last EER outcome:	At the most recent EER in 2019, NZQA was Confident in both the educational performance and capability in self-assessment of Learning Innovations.
Scope of evaluation:	All training and related activity
MoE number:	7627
NZQA reference:	C55039
Dates of EER visit:	24 and 25 October 2023

# Summary of results

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*Learning Innovations has enabled a diverse range of often marginalised learners to meet their personal training, employment and life goals. The PTE has achieved this despite the disruption to learning over the Covid period. Some process gaps need attention.*

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## **Confident in educational performance**

- Tutors systematically assess the needs of individual learners and develop pathway plans that support achievement of their personalised training, employment and life goals.
- Learners develop relevant skills and knowledge, build self-confidence, become more socially connected. Some gain work. Learners make progress toward their identified goals. These are important outcomes for them.

## **Confident in capability in self-assessment**

- The PTE's purpose places the learner at the centre of all activity. Learning Innovations has recruited a team of tutors with a broad range of expertise and familiarity with the target learners and their communities. Training and support are closely interwoven.
- Through a period of considerable disruption, the leadership has supported the PTE to continue to meet the most important needs of its learners. This is its core purpose. It has responded to the needs of learners and communities that emerged from the pandemic and cyclone events.
- However, there are some key gaps. The management of compliance accountabilities has been variable. Management communication has been inconsistent. The effectiveness of the strategic leadership team is mixed.
- Self-assessment is embedded in the core individual pathways plan process. Tutors and learners review their progress, with management oversight. The pathways plan has been revised. There is, however, limited analysis of trends and achievement. A notable innovation

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has been the Digitech courses for kaumatua,  
supporting improved connectedness.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Learning Innovations' learners are often unemployed and outside mainstream education. Some do not speak English as their first language. Learners enrol seeking assistance to address a specific requirement or skills gap. The tutors support the learners to develop personalised training, employment and life goals. The training is part-time. Common goals include gaining National Certificate in Educational Achievement (NCEA) credits or a driver's licence, improve their literacy and numeracy, using a digital device, developing a curriculum vitae (CV), and/or gaining employment.</p> <p>Many learners are supported to achieve these individualised goals. They learn relevant skills and gain knowledge. Learner progress is systematically tracked via a course tracker spreadsheet. Management and tutors formally review learner progress at their monthly staff meetings.</p> <p>There was little analysis of the goals that learners achieved since the last EER. An analysis may offer insights of some value. The achievement of Māori, Pasifika and disabled learners is not separately analysed as required.</p>
Conclusion:	Many learners acquire new and relevant skills and knowledge. They make measurable progress towards their personalised goals. This progress is systematically tracked. However, trends and patterns are not analysed.

<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.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Learning Innovations' core purpose (motto) is to serve its learners by 'Linking You to Your Future' through effectively enabling 'people to achieve their training, employment and life goals'. As noted in 1.1, learners develop personalised goals and Learning Innovations systematically tracks their progress in achieving these educational and/or life goals. Common outcomes are closely related to these goals: learning relevant skills and knowledge, gaining unit standards, developing a CV and a career plan, attending a job interview, and/or gaining paid work.</p> <p>Other important benefits for at-risk and isolated learners are social connectedness, participation in society, and improved confidence and wellbeing. Learners who were interviewed for this EER described the important life changes they had made through undertaking this training. Key stakeholders, such as parents of young learners, Te Kura<sup>2</sup> and iwi representatives and other agencies, value the important role that Learning Innovations plays in supporting the learner to move forward in their lives. Learning Innovations has also regularly exceeded its Tertiary Education Commission (TEC) contracted hours.</p> <p>As noted, tutors track progress towards the learners' goals in the course tracker. However, overall trends are not analysed. For example, it is not clear how many achieved their goal, and who and how many gained paid work or completed NCEA credits, if that was their goal.</p> <p>Learners are invited to provide feedback to their tutor every six weeks. This feedback is monitored but not analysed or used to inform changes to training and support provided. There is an opportunity to better capture the outcomes and value that Learner Innovations offers its diverse learners.</p>

<sup>2</sup> Te Kura is a state-funded distance education provider.

Conclusion:	Learning Innovations is creating valued outcomes through effectively enabling its learners to achieve their training, employment and life goals and experience other related benefits. There is an opportunity to better analyse and reflect on the outcomes being created.
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### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Tutors interview the learners on application using a standardised needs assessment (including literacy and numeracy). An individual pathway plan is developed including agreed training/life goals, which are often revised over time. A recent example was a learner who wanted to first gain a driver's licence, then develop their CV and prepare for a job interview. This led to paid employment. The pathway plan template was recently revised and simplified.</p> <p>Lessons are typically one-to-one and individualised at the learner's own pace. These may take place in their home, community venues or a permanent delivery site. Learning Innovations provides access to study spaces, devices and the internet. Tutors encourage learners to connect through games and group activities. The pandemic lockdowns left local kaumatua isolated and unable to connect digitally with key agencies and whānau. A digital technology class enabled them to send out Christmas video messages on a social media platform that younger family members use. Post-Covid, flexible timing, locations and delivery have remained priorities.</p> <p>Learning Innovations reviews its training. Management visits the different sites to meet and support the learners and their tutors. Tutors and the managing director meet monthly to stay current and reflect on learner cases. Learner feedback is shared with the tutors.</p> <p>There was no clear analysis of the proportion of total learners who had achieved their goals. An end-of-year review looks at what did and did not work and proposes</p>

	<p>changes, although this was not always well documented. Two of the four tutors undertake assessment and moderation. The PTE has purchased pre-moderated materials for the most frequently used unit standards. External moderation results are typically satisfactory – non-submission of samples in 2022 was an outlier. A new moderation liaison was appointed in 2023, and all requirements were met.</p>
Conclusion:	<p>Learning Innovations systematically identifies many of the important needs of individual learners and matches the training to their personal goals. The PTE reviews its training delivery on an ongoing basis. There are a few gaps. Documenting review processes would enable reflection from year to year and on the impact of actions taken.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Many Learning Innovations learners are marginalised, isolated and have complex needs. Learning Innovations' vision – 'Help the One' – places the individual learner at the centre of the PTE's activities. Management, tutors and administrators are responsible for supporting these learners 'to achieve their training, employment and life goals'. Staff are tasked with creating a learning environment where often vulnerable learners feel safe and cared for. Learners are supported to stay engaged and involved in their learning. They are encouraged to support each other.</p> <p>Support and learning are closely interwoven to enable the learners to move forward. Learning Innovations recruits tutors who strongly endorse its people-centred vision and values. They know their community and the backgrounds of their learners.</p> <p>The tutors bring a diverse range of capabilities that enrich their individual and collective mahi: social work, matauranga Māori, adult literacy and numeracy, digital skills, music, adult education, religious education and their</p>



	<p>own lived experience. Learning Innovations has established relationships with key iwi organisations, the community and government agencies with whom their learners engage.</p> <p>Learning Innovations monitors learners' progress towards their goals. Staff are reflective and discuss the learners' progress. However, there is not an explicit system for reviewing the effectiveness of each individual plan and what worked or did not. The PTE does record critical incidents and complaints, and reviews the outcomes.</p> <p>Learning Innovations submitted an attestation in 2022 but did not complete a formal Code<sup>3</sup> review. However, the PTE has recently undertaken a coherent gap analysis that identifies some key areas and actions that have or will be taken. Staff have undertaken some relevant professional development on the Code.</p>
Conclusion:	Learning Innovations cares for and effectively supports its learners to stay involved in their learning and achieve their personal goals. The PTE reviews its pastoral practice to some extent.

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

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>The leadership has refined the PTE's core purpose and values since the last EER. Despite major external disruptions of the pandemic and a cyclone, the PTE has continued to meet the key needs of its learners and communities. The leadership has recruited and retained capable staff and maintained some key stakeholder relationships. The limited financial resources of this small PTE are systematically monitored.</p> <p>The managing director has suffered ill health. External communications have, at times, been negatively impacted.<sup>4</sup> More generally, the management of some key compliance</p>

<sup>3</sup> The Tertiary and International Learners Code of Practice.

<sup>4</sup> Learning Innovations has put in place a leadership contingency plan.

	<p>requirements has been variable over time.<sup>5</sup> The strategic leadership team, supported by an external advisor, has been partly effective in addressing gaps. These matters need to be addressed. Procedures, systems and contingencies need to be reviewed to ensure compliance and risk are managed more effectively.</p> <p>Learning Innovations knows its context well. Leadership and staff reflect on the organisation’s performance. Data collection and use is adequate. As noted elsewhere in this report, there is room for improvement in some self-assessment of performance.</p>
Conclusion:	The leadership has enabled the PTE to meet many of the most important needs of its learners and communities through a disrupted period. However, some management and self-assessment processes need to be strengthened.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Learning Innovations has assigned roles, responsibilities and procedures for meeting its compliance requirements. This includes using and updating a compliance calendar and a quality management system. These processes have been partially effective in managing key compliance requirements. The key findings are:</p> <ul style="list-style-type: none"> <li>• A TEC desktop audit (24 May 2021) found the PTE compliant with one serious exception: the accountant had not been supplying financial information to the TEC. Learning Innovations changed accountants and subsequently supplied this information.</li> <li>• The PTE has a checklist for verifying learner eligibility. The TEC sampled learner files in October 2023; these pending results will inform this finding.</li> </ul>

<sup>5</sup> See 1.6 for details.

	<ul style="list-style-type: none"> <li>• Some unit standard results were reported late between 2019 and 2022. However, there was no late reporting in 2023.</li> <li>• A Code review was not completed in 2022, as attested. The 2023 review has been completed and the attestation submitted on time. However this review was not accessible online as required.</li> <li>• Learner samples were not submitted for NZQA moderation in 2022. A new staff member was appointed to this role in 2023. Samples for 2023 have met the required standard.</li> <li>• The 2023 Annual Statutory Declaration had not been submitted at the time of this enquiry; now submitted.</li> <li>• Achievement and outcomes for Māori, Pasifika and disabled learners were not analysed and reported as NZQA requires.</li> <li>• Internal monitoring and self-review have not been effective in identifying the various gaps in meeting compliance requirements.</li> </ul>
<p>Conclusion:</p>	<p>Learning Innovations was partially effective in managing its important compliance accountabilities. A robust review is required to identify and rectify the identified gaps.</p>

# Focus areas

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

## 2.1 All training and related activity

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

# 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 Learning Innovations Limited:

- Consider the added value to the PTE of analysing learner goals and outcomes may offer.
- Record key review practices to enable shared understanding and tracking of changes and to assess the impact of changes made.
- Robustly review the effectiveness of compliance management and develop an action plan to address any gaps.<sup>6</sup>
- Ensure communications and submissions to NZQA are timely.
- Review the key objectives and effectiveness of the strategic leadership team.

# 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.*

NZQA requires Learning Innovations Limited to:

- Report on the achievement and outcomes for Māori, Pasifika and disabled learners.

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<sup>6</sup> There were two similar recommendations in the last EER report.

- Upload the 2023 Code review to an online platform so the public can access this information.

# Appendix

## 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 fraud<sup>7</sup>*
- *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.*

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<sup>7</sup> 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*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 excluding universities, and*
- *maintaining micro-credential approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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)). 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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