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External Evaluation and Review Report

LearningWorks Limited trading as
LearningWorks

Date of report: 8 December 2020

About LearningWorks Limited trading as LearningWorks

LearningWorks is a wholly owned subsidiary of Wintec which delivers training to people who are predominantly employed. Learners complete programmes in a blended and extramural environment. LearningWorks also develops learning materials for Wintec and other clients to meet a range of learning design needs.

Type of organisation:	Private training establishment
Location:	Level 1, 408 Anglesea Street, Hamilton
Code of Practice signatory:	No
Number of students:	LearningWorks' programmes: 47 students Wintec programmes: 687 students
Number of staff:	23 full-time, six part-time
TEO profile:	See: NZQA – LearningWorks Limited
Last EER outcome:	NZQA was Confident in the educational performance and Confident in the capability in self-assessment of LearningWorks at the previous external evaluation and review (EER) in 2016.
Scope of this evaluation:	<ul style="list-style-type: none">• New Zealand Certificate in Business (First Line Management) (Level 4)• Learning Design
MoE number:	7657
NZQA reference:	C40306
Dates of EER visit:	29 September-1 October 2020

Summary of results

LearningWorks has a clear purpose, supported by a strong management and governance team. Training and learning design are developed in partnership with clients and meet their important needs, as evidenced by positive stakeholder feedback.

Highly Confident in educational performance

- Learners gain relevant management, leadership and adult teaching skills, which help them in their careers and to gain promotions.
- There are strong processes to ensure the needs of employers, learners and clients are met. Feedback systems and processes ensure these needs are reflected on and are consistently met.
- Learners are well supported in an extramural context. There is a cohesive and coherent organisation-wide system to support the learners.

Highly Confident in capability in self-assessment

- Completion rates are generally strong, although they fluctuate from cohort to cohort.
- LearningWorks has identified the main reasons for non-completions and has implemented a number of improvements to increase completions, particularly for groups with specific needs. However, the impacts of some of the changes are yet to be seen.
- LearningWorks has identified 'over 50s' as another group requiring specific support. This group is becoming an important and significant part of the student body.
- Governance and management gather information and data from a range of sources to inform changes and support educational achievement.
- Important compliance accountabilities are well understood, and the organisation acts in an ethical way which is evident throughout the organisation.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>LearningWorks has an internal completion rate target of 80 per cent. This is higher than the actual average completion rate, although some cohorts have met this target. It is an ambitious target given the extramural environment in which LearningWorks is delivering programmes.</p> <p>Completion rates have fluctuated since the last EER. For programmes coordinated on behalf of Wintec, completion rates are between 52 and 89 per cent for each intake from March 2016 to April 2019. The completion rates for LearningWorks' own programmes vary from 50 to 100 per cent. However, LearningWorks' programmes have had significantly lower enrolments than the programmes coordinated on behalf of Wintec. Average completion rates for all programmes are between 63 and 76 per cent (see Appendix 1).</p> <p>The reasons for non-completions are well understood by LearningWorks. Withdrawals make up a large proportion of learners who do not complete. Extramural courses have a lower completion rate than intramural courses. Likewise, learners under 25 are more likely to not complete.² However, LearningWorks has implemented improvements and support to reduce non-completions. Specific measures have been put in place to support under 25, over 50, Māori and Pasifika learners. This includes monitoring participation, and one-on-one follow-up as necessary.</p> <p>The impact of improvements on Māori and Pasifika achievement is yet to be seen. Achievement rates are variable for Wintec learners, and generally high for LearningWorks' learners, although the latter have typically low enrolment numbers.</p> <p>Learning Design has a high success rate. Clients that NZQA</p>

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

² https://thehub.swa.govt.nz/assets/documents/41821_Extramural-Students-Report-07022014_0.pdf

	spoke to highlighted that there was an increase in participation in courses with e-learning solutions developed by LearningWorks. Case studies and client interviews with NZQA showed that achievement and the knowledge gained were the key successes that end-users gained from completing e-learning courses.
Conclusion:	Educational performance is generally strong given the extramural context. Improvements have been made to improve completion rates. However, there are variable completion rates over time, and some of the improvements are yet to be fully realised.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>LearningWorks' learners are usually already employed³ while they are enrolled in the programmes. Feedback indicates that the skills learnt can be applied directly to their roles to enhance their performance and wellbeing.</p> <p>Comprehensive graduate surveys⁴ show the value that graduates gain. In their roles, and within their companies, graduates gain promotions, added responsibility and more confidence to complete tasks and lead teams. Confidence and other skills are transferable and enhance the personal lives of graduates (including interpersonal skills and financial literacy).</p> <p>Outcomes for employers include the gains their employee graduates make. Skills that enhance business operations include use of SMART⁵ tools and SMART goals.</p> <p>Facilitator evaluations are completed three times per programme by the facilitator, and provide an opportunity to reflect on the outcomes for students and make improvements as necessary.</p> <p>Employers value the training and learning design service</p>

³ Approximately 98 per cent of learners are in employment.

⁴ Graduate surveys are completed three to six months after completing the programme. Seventy-three graduates responded to the New Zealand Certificate in Business (First Line Management) (Level 4) survey in 2018.

⁵ SMART is an acronym for specific, measurable, attainable, relevant, and time-based.

	<p>LearningWorks provides, as evidenced by a 90-99 per cent annual client retention rate from 2017 to 2019.</p> <p>The Learning Design team considers the cost and value of the outcomes required by clients. Clients spoke highly of the fit-for-purpose material developed. Case studies, which include feedback from end-users, show that the material created is valuable in supporting the knowledge and understanding required for the users of the material.</p>
Conclusion:	The outcomes gained by graduates and employers are of high value. LearningWorks has a strong understanding of graduate and client needs and outcomes.

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>The programmes LearningWorks delivers are predominantly created for people in the workplace. Feedback from employers, graduates and learners ensures programmes are relevant and match clients' needs. Feedback from employers and graduates indicates that the programmes are robust, and they are given the opportunity to provide feedback for improvements.</p> <p>To further build on existing employer feedback loops, training agreements were implemented in 2020, which capture learner and employer needs and goals. This information is used to understand and subsequently meet employer needs. A full cycle is yet to be completed, but the outcomes and analysis to date will feed into programme reviews.</p> <p>LearningWorks has inclusive learning environments that are well considered and planned. As a result of the Covid-19 pandemic, and movement towards virtual classrooms, the learning environment has been well structured. A dedicated person for supporting students in the online environment, to deal with technical difficulties and follow up absences, was also part of the success of adapting to the online environment.</p> <p>Students interviewed commented that the programmes were applicable to their employment and the real world. Students felt engaged in their learning and were able to apply their newly</p>

	<p>gained skills and knowledge.</p> <p>LearningWorks has effective processes for ensuring that academic integrity and standards are maintained. There are robust internal and external moderation processes, evidenced by national external moderation results being met. Internal moderation is supported by a separate internal validation feedback form which checks that administrative requirements and good assessment practices are evident in assessments.</p> <p>Academic integrity is an integral part of LearningWorks' training and learning design. Assessments are designed to minimise the risk of plagiarism, cheating or other academic misconduct. Because of the individual nature of the assessments, facilitators are able to identify potential issues with similar or plagiarised content as they arise. However, academic misconduct is not considered a significant issue.</p> <p>There is a comprehensive needs analysis completed for prospective learning design projects. The learning design team considers client and learner and training needs, IT requirements and the business context. Clients that NZQA interviewed highlighted the collaborative and partnership nature of the relationship. Rather than fitting clients into pre-determined solutions, LearningWorks develops solutions that meet their clients' complex needs. A post-project sign-off process was implemented in 2020 to formalise the closure of the work undertaken, and to gather further information to document how well client needs and expectations have been met.</p>
<p>Conclusion:</p>	<p>LearningWorks has robust processes and feedback loops to understand stakeholder needs. Learning activities are planned appropriately to ensure that the needs and expectations of stakeholders are met.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>LearningWorks has capable and qualified facilitators, supported by a strong training support team. The goals of individual learners are understood from the beginning of the programme to the end, and regularly reflected and acted on to support and enable the success of the learners.</p> <p>Learners are cared about and understood on an individual level. Use of success profiling on the LearningWorks website is useful for highlighting the challenges and successes of graduates for current and prospective learners.</p> <p>The customer relationship management system documents all interactions with students across LearningWorks. This creates a cohesive system for understanding and responding to individual learner needs.</p> <p>The needs of Māori and Pasifika, and under 25 and over 50 learners are well understood, and interventions are put in place when required. Learners over 50 were identified by LearningWorks as an additional group for targeted support based on their needs. Challenges this group may encounter include digital literacy and re-engaging with tertiary education. Feedback from stakeholders shows that the LearningWorks' learner support team is able to support learners through these challenges.</p> <p>Learners with disabilities are supported effectively on an as-needs basis.</p> <p>To improve completion rates, as identified through self-assessment, many initiatives have been implemented since 2019, such as the learner progress report, post-enrolment questionnaire, prioritised learner need tracker, and learner testimonial project. Some of the results and impacts of some of these initiatives are yet to be seen and measured. However, there is a culture of continuous improvement embedded in the organisation – so improvements are made as and when required, and impacts are monitored as and when required over time.</p>

	<p>Expertise from the governance team brings an institutes of technology and polytechnics perspective, which supports the learners. Learners on Wintec programmes are supported by Wintec student support services.</p> <p>Staff are aware of the Education Interim Code of Practice⁶, and what they need to do to meet their obligations. The evaluators observed robust learner support systems.</p>
Conclusion:	Learner support is integrated and coherent across the organisation. Management, facilitators and training support are well equipped to support learners to achieve. Learners' individual needs are considered to support their achievement and meet their learning needs and goals.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>LearningWorks has a clear mission and vision. The leadership of the organisation effectively supports educational achievement. Governance, management and operations are connected and well informed. Data and information are collected from a range of sources and shared at the appropriate levels.</p> <p>The organisation has a strength in gathering and analysing data across all business activities. This is evidenced in the benchmarking, which considers the blended and extramural environment LearningWorks operates in. An example of improvement is how disengaged learners are readily identified. This has increased the PTE's understanding of why learners become disengaged, and the interventions that are required to ensure they complete. The impacts of some improvements that have been made based on this analysis are yet to be seen because they have only recently been implemented. The organisation is proactively collecting data to inform continuous improvement and to measure the overall impact.</p> <p>Governance and management have been strong and proactive in managing external environmental challenges, such as the Covid-19 pandemic. The organisation has responded and</p>

⁶ For the pastoral care of domestic students

	<p>managed the impact of Covid-19 well.</p> <p>The organisation is lean but well resourced. A new customer relationship management system enhances the cohesive sharing of information across the organisation. All staff, including contract facilitators, are well resourced in professional development activities promoting professional growth. Training and growth in cultural competency for all LearningWorks employees and contracted staff alike were highlighted by staff as a strength to the NZQA evaluators.</p> <p>Employees have individual professional development plans, which focus on their individual needs. Employee engagement surveys are collected and analysed on a regular basis. Staff interviewed highlighted their satisfaction in a professional and innovative organisation.</p>
Conclusion:	Governance and management have effective systems in place which support educational performance well. Self-assessment of how governance and management support educational achievement is comprehensive and of high quality.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>LearningWorks manages compliance well. Deadlines for important compliance accountabilities are managed effectively through a compliance calendar. Relevant and important requirements are discussed across governance and management.</p> <p>The organisation understands the relevant legislation, and acts in an ethical way. The data and information collected by LearningWorks provides evidence of the robust systems in place to ensure requirements are met.</p> <p>There are also strong processes to ensure compliance requirements are met, including a comprehensive annual internal audit against NZQA's private training establishment registration rules.</p> <p>NZQA attestations and moderation requirements have been met for the period since the last EER. One of the NZQA-moderated unit standards did not have compliant results in 2019. However,</p>

	<p>this is the first year since the last EER that a unit standard has not met requirements. LearningWorks has met NZQA national external moderation requirements overall for each year since the last EER.</p>
Conclusion:	<p>LearningWorks has comprehensive and robust systems which it uses well to manage and ensure important compliance accountabilities are met.</p>

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 Business (First Line Management) (Level 4)

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	Learner completion rates are variable across cohorts, although generally strong. Initiatives have been implemented to improve learner success. These have mostly been implemented since 2019, and the results are yet to be evidenced.

2.2 Focus area: Learning Design

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 recommend that LearningWorks:

- Continue to monitor and evaluate the effectiveness of recent initiatives to support learner achievement.

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. Completion rates by programme

Qualifications	Average completion rate
National Certificate in Business (First Line Management) (Level 4) and the New Zealand Certificate in Business (First Line Management), coordinated on behalf of Wintec Period: March 2016 to March 2019	63%
National Certificate in Adult Education and Training (Level 4) and the New Zealand Certificate in Adult and Tertiary Teaching (Level 4), coordinated on behalf of Wintec Period: March 2016 to April 2019	71%
National Certificate in Business (First Line Management) (Level 3) and the New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3), coordinated on behalf of Wintec Period: July 2018 to April 2019	71%
National Certificate in Business (First Line Management) (Level 4) and the New Zealand Certificate in Business (First Line Management) (Level 4) Period: 2016 to 2018	76%

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 fraud⁷*
- *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.*

⁷ 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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