



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

LearningWorks Limited

Date of report: 12 December 2024

About LearningWorks Limited

LearningWorks is a shareholder of Te Pūkenga. The organisation provides practical training and development that integrates learning design, learning technologies, and training and development. Training delivery is blended. Clients are mostly in employment.

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| Type of organisation: | Private training establishment (PTE) |
| Location: | Level 1, 408 Anglesea Street, Hamilton |
| Eligible to enrol international students: | No |
| Number of students: | Domestic: 915 – Māori 16 per cent, Pasifika 13 per cent, disabled 5 per cent International: nil |
| Number of staff: | Full-time 16, part-time five, full-time equivalents 19.6 |
| TEO profile: | LearningWorks (TEO profile on NZQA website) Most students (98 per cent) are in full-time employment. Around 95 per cent of all training is delivered via a blended mode. Most students are over 50 years of age, and very few are under 25. |
| Significant changes | Change of ownership, from Wintec to Te Pūkenga shareholder; changes to programme facilitators; occasional changes of board members/senior managers; potential for change of ownership from Te Pūkenga. |
| Last EER outcome: | At the last external evaluation and review in 2020, NZQA found LearningWorks to be Highly Confident in both educational performance and capability in self-assessment. |
| Scope of evaluation: | New Zealand Certificate in Business (First Line Management) (Level 4) (FLM4) LearningWorks; New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3) (ITL3) Wintec/Te Pūkenga; New |

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Zealand Certificate in Adult and Tertiary
Teaching (Level 4) (ATT4) Wintec/Te Pukenga

MoE number: 7657
NZQA reference: C58066
Dates of online EER visit: 15 and 16 October 2024

Summary of results

LearningWorks has a clear purpose and vision supported by strong governance and management. Stakeholder collaboration is client-centred and leads to qualifications that are fit for purpose and add value to stakeholders.

Highly Confident in educational performance

- Qualification completion levels meet and sometimes exceed benchmarking. LearningWorks minimises barriers to learning and uses self-assessment to systematically analyse achievement data, set benchmarks, and make improvements that benefit students.

Highly Confident in capability in self-assessment

- LearningWorks has highly trained and experienced facilitators (tutors) who are supported to successfully meet student needs in a blended learning environment. Self-assessment processes, including student and employer feedback, validate the value of the training offered. Student support is exemplary.
- LearningWorks provides excellent materials and high-level technical support to the facilitators. This enables the facilitators to focus on the teaching and learning experience of the students. The integration of learning design, learning technologies, and training and development creates cohesive and effective, student-centred educational solutions.
- LearningWorks uses robust self-assessment to determine whether it meets required standards. The PTE also uses self-assessment to identify and close gaps, resolve risks, develop insights for ongoing improvement, promote and guide staff professional development, improve communication, encourage staff ownership and accountability, and foster a culture of learning.

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- LearningWorks operates a sustainable business model that supports its educational purpose. The governance and leadership teams are committed to excellence in educational outcomes. LearningWorks reported that its policies and procedures are legal and ethical. Systems for managing compliance are effective and regularly reviewed.

Key evaluation question findings¹

1.1 How well do students achieve?

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Overall achievement outcomes are very strong, considering that students are in an extramural context, in work, and need to self-manage their learning. Achievement is monitored monthly by reporting to stakeholders, through internal reporting and at scheduled meetings. Students successfully complete programmes that lead to qualifications.</p> <p>LearningWorks has a qualification benchmark (target) of 70 per cent for programmes delivered on behalf of Wintec/Te Pukenga: Certificate in Introduction to Team Leadership (Level 3) (ITL3); Certificate in Adult and Tertiary Teaching (Level 4) (ATT4). The PTE also has an internal benchmark (target) of 80 per cent for its own programme: Certificate in First Line Management (Level 4) (FLM4) LearningWorks.</p> <p>LearningWorks focuses on analysing qualification completions. Qualification completions for ITL3 were 76 per cent in 2020, 71 per cent in 2021 and 81 per cent in 2022, consistently exceeding the target benchmark of 70 per cent. Qualification completions for ATT4 – at 79 per cent in 2020, 78 per cent in 2021 and 80 per cent in 2022 – also exceeded the benchmark of 70 per cent.</p> <p>Qualification completions for FLM4 – at 86 per cent in 2020, 92 per cent in 2021, 75 per cent in 2022 and 80 per cent for 2023 meet the LearningWorks' internal benchmark of 80 per cent, with one exception. The disparity between FLM4 completions and the other two programmes coordinated under sub-contract (ITL3 and ATT4), has reduced significantly since the last external</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.

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| | <p>evaluation and review. Educational performance year on year consistently exceeds that of all other PTEs, including similar organisations (refer Tables 1 and 2, Appendix 1).</p> <p>Data is gathered for Māori, Pasifika, students under 25 years and over 50 years. The data is recorded by intake, by year, gender, completions, withdrawals and non-completions. Since 2023, all programmes capture data specific to students who identify as having a disability, in addition to the existing priority groups of Māori and Pasifika.</p> <p>Most students, including priority students, perform well compared with sector benchmarking. However, LearningWorks continues to analyse its data to see whether there are any shifts in achievement for priority groups. Performance benchmarking occurs mid- and end-of-year. These results are discussed at leadership meetings and shared with the whole organisation by newsletters and/or a team hui.</p> |
| Conclusion: | <p>Qualification completion levels are strong and increasingly consistent year on year. Self-assessment is used effectively to systematically analyse achievement data, make relevant internal and external comparisons, and inform changes and improvements that benefit students. Overall achievement rates have improved since the last external evaluation and review in 2020.</p> |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Qualifications can be used to add value to students' workplaces. LearningWorks engages with employers to ensure that students understand the value of the training for themselves and their employer. Students are nominated by their employers. This limits withdrawals and non-completions. Training programmes are fully government funded. They provide professional and personal development opportunities for students and increase organisational capability.</p> |

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| | <p>Employers commended the quality of the programmes and noted that they would enrol more students if LearningWorks had additional capacity. Te Pukenga (Wintec) reported that LearningWorks is a highly valued organisation that meets its contractual obligations well.</p> <p>Student satisfaction is high, including for Māori, Pasifika, youth and disabled students, as evidenced by survey data across all programmes in focus. LearningWorks has explored graduates' self-perception of their competency (attainment) against the relevant graduate programme outcomes.</p> <p>LearningWorks also surveys the graduates' opinions of the overall value of the training they receive. Information from these interviews informs internal training team practice and the design and delivery of training. It also supports programme consistency review and annual programme evaluation reviews and is sometimes used to promote programmes. Formal programme reviews are comprehensive and guide programme changes.</p> <p>Students gain personal, cognitive, study, communication and social skills. LearningWorks plans to include interviews on student wellbeing and relevant topics or themes around the Code of Practice, as it relates to graduates' experiences. Employers noted that graduate employees contribute to their organisations' strategic purpose more effectively post-graduation.</p> <p>Systematic and ongoing needs analysis demonstrates that LearningWorks is meeting outcomes for clients and their students. Important indicators include high repeat business, service extensions and renewals, and excellent client recommendations and referrals.</p> |
| Conclusion: | <p>LearningWorks has highly effective self-assessment processes that validate the value of the training offered and lead to ongoing improvement. Additional ways to measure the value of the programmes has developed since the last external evaluation and review in 2022.</p> |

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

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| Performance: | Good |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>LearningWorks has strong programme design, resourcing, delivery and assessment. The learning design and learning technologies teams provide high quality programme materials and expertise. The programmes in focus use Moodle and face-to-face engagement (refer focus areas 2.1-2.3 for delivery details). Most programmes include project work aligned with a student's specific workplace. This close matching adds value and realism to the learning for both student and employer.</p> <p>Learning is engaging, highly responsive and meets individual student needs well. Facilitators are well qualified and experienced, many of long tenure. Facilitator performance is regularly observed, and feedback is used to inform individual and collective professional development. Facilitator days occur twice a year. These days provide opportunities for facilitators, dispersed across the country, to meet, share experiences and contribute to annual programme review.</p> <p>Post Project Sign Off (PPSO) formalises the closure of project work. This process shows that client expectations have been met and often exceeded. PPSO also enables LearningWorks to engage with clients to gather feedback on performance and potentially gain additional project work. The PPSO incorporates a net promoter score (a single survey question asking respondents to rate whether they would recommend a company, product or service to a friend or colleague). LearningWorks scored highly on this metric.</p> <p>Moderation during the period since the last evaluation has mostly met requirements, apart from some unit standards in adult teaching and learning. LearningWorks developed a comprehensive action plan to address the issues identified. Moderation cycles occur throughout the year, outcomes are discussed regularly, and changes and improvements to</p> |

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| | assessment material and/or assessor behaviour are initiated in a timely manner. |
| Conclusion: | Facilitators are provided with excellent materials and high-level technical support, enabling them to focus on the teaching and learning experience of the students. Moderation for some adult teaching and learning unit standards has not met requirements over this evaluation period. |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Student support is comprehensive in both online and face-to-face modes. However, digital literacy is a barrier for students in the 50-plus age bracket (the majority of students). These challenges are met by supporting students to engage with forums and allowing them to practise Moodle via video-conferencing sessions before beginning the programme. A resource coordinator facilitates the online induction sessions and provides technical support to students who are experiencing issues, minimising barriers to engagement.</p> <p>Student support and programme facilitators provide a student toolkit that is available during the enrolment period, to support learning and encourage involvement. LearningWorks focuses on developing relationships and trust and building cultural responsiveness to the students. Students are encouraged to give feedback on all aspects of teaching and learning.</p> <p>Facilitators are provided with generous professional development opportunities, including cultural competency and upskilling with te reo, to more effectively support student needs. Student learning goals are well understood. Facilitators respond quickly to student requests. Student online engagement is tracked and, where issues are identified, followed up. This provides additional support when needed.</p> |

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| | The Code of Practice self-assessment is thorough, with the relevant outcomes rated as implemented or well implemented. The Code review and the LearningWorks complaints process (no complaints to date) is on the LearningWorks website. LearningWorks has provided details of how they have implemented the Code in their specific context of blended delivery. Minor changes for further enhancements are planned. |
| Conclusion: | LearningWorks has dedicated staff and clear processes that successfully meet student support needs in the blended learning environment. Barriers to learning are minimised. Student feedback is used to inform ongoing improvements. |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>The LearningWorks governance and leadership teams have navigated the organisation through years of considerable uncertainty and risk, particularly during the establishment and now imminent disestablishment of Te Pūkenga. Board members have a range of expertise in all aspects of tertiary education, including financial management. They are well informed by regular reporting, actively interested in educational excellence, and proud of LearningWorks staff and achievements.</p> <p>LearningWorks has maintained a clear purpose and strategic direction. Academic leadership is highly effective. Resources are allocated to support teaching and learning. Staff are valued, well supported and contribute willingly to decision-making. LearningWorks records and monitors continuous improvement through its opportunities for improvement system. The PTE also identifies risks that need monitoring, action and resolution. Strengths, weaknesses and opportunities for improvement are identified. Most staff have voluntarily contributed to self-assessment via facilitator days twice a year, and</p> |

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| | <p>developing and logging formal opportunities for improvement.</p> <p>LearningWorks responds effectively to challenges. In 2020, student numbers dropped due to Covid-19 and remote working. In 2021, student numbers improved for both ITL3 and FLM4, and again in 2022 following recruitment efforts with a large partner organisation. Student numbers for ATT4 have remained stable year on year. However, due to a programme version change and delays with unified programme approval, LearningWorks was limited to just one intake in the 2023 enrolment year.</p> <p>The board expects and values regular reporting and oversight of achievement.</p> |
| Conclusion: | <p>LearningWorks operates a sustainable business model that supports its educational purpose. Data analysis is used effectively to monitor and understand trends, and to develop new initiatives to better meet student needs. The governance and leadership teams are committed to excellence in educational outcomes.</p> |

1.6 How effectively are important compliance accountabilities managed?

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>LearningWorks has a strong record of managing its compliance obligations. This record is a function of robust monitoring and clear accountabilities supported by strong leadership and management. Relevant legislation, rules and regulations are complied with. A proactive approach of internal audits signals any legislative and regulatory changes and resulting required actions.</p> <p>The quality management system's policies, procedures, academic approvals, rules and processes are comprehensive and regularly reviewed. All programmes in focus are delivered as approved by NZQA. Credit reporting to NZQA meets the 30-day reporting guideline.</p> <p>Client academic approvals, rules and regulations are followed. Assessment is contextualised to client needs.</p> |

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| | <p>Several large employers noted the thorough processes and systematic checking that LearningWorks uses when training clients on site.</p> <p>The quality management system links NZQA's key evaluation questions (KEQs) with relevant policies, procedures, forms, templates and guidelines. KEQs and the corresponding Tertiary Evaluation Indicators appear in newsletters, quizzes, activities, stand-ups and team sessions. The authentic integration and socialisation of these outcome and process indicators adds value to their usefulness for both LearningWorks and NZQA.</p> |
| Conclusion: | LearningWorks reported that its policies and procedures are legal and ethical. Systems for managing compliance are effective. |

Focus areas

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

2.1 New Zealand Certificate in Business (First Line Management) (Level 4) (FLM4) LearningWorks ID:121999

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Programme Description: | <p>The First Line Management programme leads to the award of the New Zealand Certificate in Business (First Line Management) (Level 4). This 60-credit programme is delivered over 12 months via blended learning. The total study time (up to 600 hours) includes five full-day facilitated sessions, with the remaining hours of learning, self-study and assessment completed online in an employee's own time, and contextualised back into their role and workplace activities. This equates to approximately 13 hours of study per week. This programme has 76 enrolments.</p> <p>Students improve their capability to lead teams and manage workflows more effectively, and improve outcomes for the organisation through participation in the programme modules:</p> <ul style="list-style-type: none">• Know your business• Workflow management and planning• Applied leadership and self-management• Achieving team potential• Maintaining workflow and team performance. <p>Performance in this programme has averaged 88 percent, consistently meeting the 80 per cent internal benchmark set by LearningWorks.</p> |
| Conclusion: | <p>This qualification successfully integrates theory and practice. Graduates appreciated and benefited from learning within their workplace context. Actions to raise performance above the benchmark are ongoing.</p> |

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2.2 New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3) (ITL3) Wintec/Te Pukenga

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Programme Description: | <p>The Introduction to Team Leadership (Level 3) programme leads to the award of the New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3). This 45-credit programme is delivered over 12 months via blended learning.</p> <p>The total study time (up to 450 hours) includes four full-day facilitated sessions, with the remaining hours of learning, self-study and assessment completed online in an employee's own time, and contextualised back into their role and workplace activities. This equates to approximately 10 hours of study per week. This programme has 318 enrolments.</p> <p>Students grow their capability to contribute to teams more effectively and improve outcomes for the organisation through participation in the programme modules:</p> <ul style="list-style-type: none"> • Understanding the workplace • Effective team practices • Leadership and self-management • Applying effective techniques and team strategies. |
| Conclusion: | This qualification successfully integrates theory and practice. Graduates appreciated learning within their workplace context. |

2.3 New Zealand Certificate in Adult and Tertiary Teaching (Level 4) (ATT4) Wintec/Te Pukenga

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|------------------------|---|
| Performance: | Good |
| Self-assessment: | Excellent |
| Programme Description: | <p>The Adult and Tertiary Teaching (Level 4) programme leads to the award of the New Zealand Certificate in Adult and Tertiary Teaching (Level 4). This 40-credit programme is delivered over 12 months via blended learning. The total study time (up to 400 hours) includes four full-day</p> |

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| | <p>facilitated sessions. The remaining hours of learning, self-study and assessment are completed online in a team's own time and contextualised back into their role and workplace activities. This equates to approximately nine hours of study per week. This programme has 324 enrolments.</p> <p>Trainers, facilitators and educators are empowered to create fun, inclusive learning environments to increase their own capability and improve outcomes for students through participation in the programme modules:</p> <ul style="list-style-type: none"> • Principles and practices of adult learning • Plan to facilitate adult learning • Facilitate adult learning sessions • Reflection on practice. <p>Moderation for several unit standards has not met requirements.</p> |
| Conclusion: | <p>This qualification successfully integrates theory and practice. Graduates appreciated learning within their workplace context. Actions to meet moderation requirements are ongoing.</p> |

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.

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

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. Qualification completions 2020-23 (in percentages)

Internal benchmark of 80% for LearningWorks programme (in brackets); internal benchmark of 70% for Wintec/Te Pukenga programmes (in brackets)

| Year | 2020 | 2021 | 2022 | 2023 |
|------|---------|---------|---------|---------|
| FLM4 | 86 (80) | 92 (80) | 75 (80) | 80 (80) |
| ITL3 | 76 (70) | 71 (70) | 81 (70) | 96 (70) |
| ATT4 | 79 (70) | 78 (70) | 80 (70) | Pending |

New Zealand Certificate in Business LearningWorks (First Line Management) (Level 4) FLM4; New Zealand Certificate in Business Wintec/Te Pukenga (Introduction to Team Leadership) (Level 3) ITL3; New Zealand Certificate in Business in Adult and Tertiary Teaching LearningWorks (Level 4) ATT4. Data provided by LearningWorks.

Table 2. Comparison of qualification completions 2018-23 (in percentages) with all tertiary education organisations (All TEOs) and best match private training establishments (PTEs) for level 3 (L3) and level 4 (L4) programmes

| Year | ITL3 | All TEOs (L3) | Best match PTE (L3) | ATT4 | FLM4 | All TEOs (L4) | Best Match PTE (L4) |
|---------|------|---------------|---------------------|------|------|---------------|---------------------|
| 2018-19 | 65 | 62 | 48 | 67 | 86 | 66 | 59 |
| 2019-20 | 78 | 61 | 42 | 73 | 92 | 61 | 61 |
| 2020-21 | 76 | 61 | 49 | 78 | 75 | 59 | 57 |
| 2021-22 | 71 | 56 | 60 | 78 | 80 | 60 | 46 |
| 2022-23 | 81 | 55 | 42 | 80 | 100 | 60 | 56 |

New Zealand Certificate in Business LearningWorks (First Line Management) (Level 4) FLM4; New Zealand Certificate in Business Wintec/Te Pukenga (Introduction to Team Leadership) (Level 3) ITL3; New Zealand Certificate in Business in Adult and Tertiary Teaching LearningWorks (Level 4) ATT4. Data provided by LearningWorks.

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 fraud²*
- 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.*

² 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). 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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