

Report of External Evaluation and Review

Responsive Trade Education Ltd

Confident in educational performance

Confident in capability in self-assessment

Date of report: 8 July 2014

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	5
3. Conduct of external evaluation and review.....	6
Summary of Results	8
Findings	10
Recommendations	20
Appendix	21

MoE Number: 7674
NZQA Reference: C14469
Dates of EER visit: 7 and 8 April 2014

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:	Responsive Trade Education Ltd (RTE)
Type:	Private training establishment (PTE)
Location:	145 Greenhill Road, Puketaha, Hamilton
Delivery sites:	As above
First registered:	19 October 2004
Courses currently delivered:	<ul style="list-style-type: none">• Tertiary Education Commission (TEC)-funded Youth Guarantee programme (incorporating National Certificate in Building Construction and Allied Trade Skills (Level 2) and Vocational Pathway NCEA (Level 2) in Construction and Infrastructure)• Ministry of Social Development-funded Training for Work short courses• TEC-funded Workplace Literacy short courses
Code of Practice signatory:	NA
Number of students:	At the time of the external evaluation and review (EER): Youth Guarantee, 14 students (Māori nine, Other five); Training for Work, 50 students (Māori 37, Pasifika five, Other eight); Workplace Literacy, five students (Pasifika two, Other three). International: NA

Number of staff:	Six full-time equivalents
Scope of active accreditation:	As well as sub-field consents to assess in Communication Skills (to level 2), Core Generic (to level 3) and Mathematics (to level 2), RTE holds Domain consent to assess in a range of construction-related areas.
Distinctive characteristics:	RTE evolved from the activities of the parent company, Responsive Group, and in particular the 'community contribution plan' ¹ of the Responsive Maintenance division, which holds contracts for maintaining state housing. This plan identifies training, employment and other positive impacts achieved through RTE, and associated with the Housing New Zealand maintenance contracts. RTE is located on the north-east rural fringe of Hamilton.
Recent significant changes:	<p>The current training manager, previously a tutor, was appointed to the position in 2012. All other staff have been appointed since that time, and none were with RTE during the last EER. RTE delivery of the Training for Work programme started in July 2011, whilst Workplace Literacy delivery commenced in 2006.</p> <p>Until recently, RTE shared its site with Responsive Maintenance 2000 Limited, but the latter has now relocated. At the time of the last EER, the companies in the Responsive Group were found to be 'significant employers of RTE trainees'; evidence for this was not as strong in 2014, and the provider is implementing a deliberate strategy of diversifying potential graduate destinations.</p>
Previous quality assurance history:	The NZQA EER report of June 2010 was Highly Confident in the educational performance of RTE, and Highly Confident in the organisation's capability in self-assessment. The two focus areas were rated Excellent for both educational performance and capability in self-assessment. There were no actions required or

¹ Housing New Zealand Corporation: maintenance of state housing contracts includes key performance indicators covering a range of parameters including 'community contribution'.

recommendations made in the report.

External moderation of the 2013 student assessments by the Building and Construction Industry Training Organisation (BCITO) confirmed the assessor decisions made by the (previous) tutor for unit standard 12935 *Erect a spaced residential timber deck up to one metre high as a BCATS project* (version 3), and commended the PTE for adopting recommendations made by BCITO in 2012.

Results for external moderation of the NCEA literacy and numeracy standards' assessments – which were used at RTE for the first time in 2013 – were mixed, with 3/3 assessor decisions deemed at the national standard for the numeracy samples, and 1/3 for the literacy samples (unit standard 26622 *Write to communicate ideas for a purpose and audience* (version 1), and 26623 *Use number to solve problems* (version 1)).

2. Scope of external evaluation and review

The scope of the EER included the following focus areas:

- Governance, management and strategy (mandatory in all EERs)
- Youth Guarantee (incorporating the National Certificate in Building Construction and Allied Trade Skills (Level 2), and Vocational Pathway NCEA (Level 2)).

This is a 40-week programme. Youth Guarantee TEC-funded training focuses on improving the educational achievement of targeted 16 to 19-year-olds by providing them with an opportunity to participate in a range of vocational courses, and by improving the transition between school, tertiary education and work. The RTE programme has evolved from the organisation's history of successful delivery of Training Opportunities and Youth Training programmes in building and construction. From 2013, RTE incorporated the necessary unit standards to achieve the Vocational Pathway: Construction and Infrastructure, meeting the requirements of NCEA levels 1 and 2. RTE has funding for 11 EFTS (equivalent full-time students) in 2014.

- Workplace Literacy

This TEC-funded programme provides support for employees to increase their literacy, language and numeracy skills linked to workplace requirements. RTE has been allocated 66 learner places for 2014. This contract requires delivery of structured literacy and numeracy programmes providing, on average, at least 40 contact hours per learner at a minimum of one hour and a maximum of four hours per week. Providers must use the TEC's Adult Literacy and Numeracy Learning Progressions to identify learners' literacy, language and/or numeracy gains. An initial and a progress assessment must be completed using an approved assessment tool.

The only other programme RTE currently delivers is the Ministry of Social Development-funded Training for Work. This is a relatively new (since 2011), short-duration 'job-seekers' programme. Sustainable employment and/or further training or education are the key success measures. RTE is funded for 60 students in 2014.

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-eeer/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.

A scoping visit was made to the PTE prior to the EER. The manager and all of the teaching staff were either new to RTE or had not been involved in the previous evaluation. At this meeting, the three focus areas were agreed, as was a draft agenda for the two-day visit by two NZQA evaluators.

At the EER, meetings and interviews were held with one director, the training manager, all four tutors and the administrator. Six recent graduates were invited by RTE to meet with the evaluators. The current Youth Guarantee students in attendance were also interviewed. The evaluators also met with the regional engagement manager of Waikato Institute of Technology. Workplace literacy and other external stakeholders were contacted by phone. (Tutors involved with the Training for Work programme were also interviewed by the evaluators, and that programme's performance information was considered as part of the EER process.)

Documentation sighted and/or discussed with RTE included: the quality management system documents; the RTE strategic plan and annual action plan; educational participation and performance tables prepared for the EER; two versions of the RTE self-assessment summary (December 2013 and February 2014); a range of survey forms and related reports; curriculum materials; moderation samples; samples of staff and student files; performance-related

Final Report

correspondence between the TEC, the Ministry of Social Development and RTE. Other supporting materials and wall displays were also noted by the evaluators.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Responsive Trade Education Ltd.**

The reasons for this confidence rating can be summarised as follows:

- Students and Workplace Literacy learners develop their skills and knowledge, attain personal growth and achieve qualifications.
- On the Youth Guarantee programme, 2013 course completion (90 per cent) and average New Zealand Qualification Framework credits achieved per student (55 credits) reached new heights. As this is a relatively new programme, with a new tutor for 2014, and is still being adapted to meet new funding parameters and intended outcomes, this is a good result.
- Graduates gain employment (including trades-related apprenticeships) or progress to higher-level training; the Training for Work programme is proving particularly effective. There was also some evidence that employees and companies participating in Workplace Literacy benefit from the programme. The 2013 achievements are stronger than in previous years.
- Guidance, support and commitment to the success of each learner are very strong, reflecting follow-through on the PTE's core values by all staff.
- RTE is currently meeting or exceeding funding contract requirements and has been allocated additional funded learner places in each programme area as a result.
- The directors, through their training manager, are building a new team at RTE; staff are well led, clear about their roles, and work collaboratively to add value to the programmes on offer and the students they teach.

RTE is in a phase of consolidation and growth after significant change. However, patterns of strong achievement (see Findings 1.1 and 1.2) have yet to be consistently established.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Responsive Trade Education Ltd.**

- RTE has a clear and informed knowledge of student and other primary stakeholder needs. This knowledge is being used effectively to inform strategy, manage growth and improve delivery of educational programmes.
- Reliable student achievement data is maintained, targets are set, and useful formal and informal meetings track progress and capture particular successes. This self-assessment information is being used to understand needs and improve programme delivery.
- Significant personal follow-up of graduates occurs, and this adds value to the providers' knowledge of the circumstances and value of particular outcomes. This knowledge informs self-assessment (see Findings 1.2).
- The PTE's tools and processes for gathering data, monitoring performance and carrying out self-assessment are generally useful and used consistently. However, since the staff are a relatively new team, the embedding of reflective processes that involve and are understood by all people in the organisation is still 'developmental'. There are some areas (see Findings) that need to be strengthened in order to demonstrate 'ownership' of self-assessment, and to provide consistently strong evidence that what is learned is used and linked to worthwhile and sustainable improvements.

Findings²

1.1 How well do learners achieve?

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**.

Learner achievement data relating to the Youth Guarantee (and formerly Youth Training) focus area for the 2011-2013 period presents a picture of achievement consistent with that anticipated by the TEC (see Tables 1 and 2). Performance in 2011 and 2013 met or exceeded funding requirements, leading to additional student places. In 2012, both course completion and positive outcomes into further education and training or employment occurred, although student numbers were low for that cohort. Most of the students who were retained in the programme exceeded the credit achievement target and gained a qualification. As stated by the TEC³, 2012 was 'a transitional year, focusing on the development of programmes and on systems alignment' as Youth Training was superseded by Youth Guarantee. Results at RTE concur with that analysis.

Table 1. RTE Youth Training 2011 and Youth Guarantee 2012-2013⁴			
	2011 Youth Training	2012 Youth Guarantee	2013 Youth Guarantee
Course completion	81% (n/a)*	29% (n/a)	90% (60%)
Retention	n/a	n/a	80% (45%)
Qualification completion	88% (n/a)	86% (n/a)	69% (40%)
Average NZQF credits achieved per student	33 cr. (20)	47 cr. (40)	55 cr. (n/a)
Progression	(n/a)	(n/a)	45% (35%)
Occupancy	101%	(n/a)	(n/a)
* Brackets indicate a TEC target/contract measure, where applicable			

The PTE says the 2013 data reflects a year in which the Youth Guarantee vocational pathway requirements and related curriculum have been consolidated. In 2013, credit achievement reached a new high point, as did course completion. As a result, 11 students completed the National Certificate in Building Construction

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

³ Youth Guarantee Participation and Performance 2012, TEC (2013)

⁴ Based on RTE tabulation of results, using the TEC-validated single data return. The TEC targets have varied depending on the funding stream, as indicated by (n/a).

and Allied Trade Skills; six of these students also achieved NCEA level 2 with a vocational pathway in construction and infrastructure. The PTE was also able to point to some good employment and further training outcomes, including into apprenticeships. In the context of the students' previous modest educational achievements, and the life challenges many of them are reportedly facing, these are good results.

Table 2. RTE Youth Training 2011 and Youth Guarantee 2012-2013⁵ – outcomes				
	2011 Youth Training	2012 Youth Guarantee	2012-13 'Youth Guarantee cross-year cohort'	2013 Youth Guarantee
Number of students	16	7	7	22
Further education and training	7	2	*5	5
Employment	6	0	0	5
Other	3	0	2	12
*Re-enrolled by RTE in 2013				

Learner achievement for those on Workplace Literacy programmes is systematically recorded by the tutor using data from the TEC's assessment tool reports. The tabulation provided (Table 3) shows that on the measure of learner gains, 2013 was the most effective year to date; this was also a year with a reportedly more stable student cohort and less contractual 'over-occupancy'. Closer analysis of RTE data, particularly that contained in the comprehensive learner-by-learner final reports provided to each company (as well as the graphs and tables prepared by RTE for the EER), indicates that many learners make good progress, with measureable gains in their literacy and numeracy test results.

The challenges for the Workplace Literacy programme are to demonstrate consistent performance, identify the best means of using the TEC assessment tool to provide reliable data, and identify which of the various measures and reports currently produced will most clearly represent achievement in this area. At present this is still a 'work in progress'. Nevertheless, learner achievement in Workplace Literacy is good and the funder has significantly increased the allocated student places for 2014.

⁵ Tables based on RTE tabulation of results, using the TEC-validated single data return.

	Funded places	Learner completed 40hrs	Occupancy	Literacy or numeracy 'Gains' achieved⁶
2011	53	Data unavailable	121%	40
2012	47	63	122%	19
2013	47	45	96%	74

As outlined above (TEO in context), RTE is engaging in external moderation and there was evidence that adjustments to assessment practice occur as a result. BCITO-produced and commercially sourced pre-moderated assessment tasks are being used. Gathering appropriate evidence to meet external moderation requirements for the literacy assessments relating to students' achievement of the NCEA is proving a particular challenge, but the tutor is clearly responding to moderator feedback to strengthen practice in this area, and this process is being tracked by management. Sound assessment overall confirms the validity of RTE learner achievement.

RTE self-assessment captures and records relevant information on enrolment statistics, tracks progress against the funders' performance indicators, and illustrates cases of notable success. At this stage, the PTE's self-assessment does not incorporate comparative analysis of success across different groups.⁷ Neither does the PTE engage in documented benchmarking of educational achievement more broadly, apart from year-by-year tabulation of the PTE's own results using single data return validated data.

RTE has a relatively high proportion of Māori and Pasifika learners enrolled in relation to the regional demographic, and this data is captured in self-assessment reporting. The PTE has a strong record of working successfully with these students, and additionally has engaged female students successfully with trade training. Systematic analysis of performance by the different student groups, some external benchmarking, and a more consistent pattern of educational achievement would strengthen performance under this key evaluation question.

⁶ Learners enrolled in TEC-funded Workplace Literacy and Numeracy programmes must be assessed using the National Assessment Tool (or similar) at the start of their enrolment, and again at the end of their enrolment. The TEC is still progressing work on how learner gain can be evaluated and reported. RTE is combining the 'Significant Gain' and 'Gain' results from its learners' test results as one key measure of achievement. RTE uses mainly the paper-based, non-adaptive national assessment tool materials to assess reading and numeracy rather than the online version.

⁷ This will become increasingly important, as signalled to the provider by the TEC (20 December 2013): '[RTE] should focus on ensuring parity of Māori and Pasifika learners' achievement with other learners by 2015'.

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 **Good**.

RTE identifies a number of key stakeholders, including students and their whānau, their funders (the TEC and Ministry of Social Development), the industries they work with (in particular the construction industry), Housing New Zealand and various community organisations working with youth. RTE is currently adding value by offering practical assistance and training which pathways students who have left school with no or low qualifications into employment. Those who find employment in trades areas (recent examples provided by RTE include electrical and carpentry apprenticeships, concrete laying, painting and builder's labourer roles) bring 'work-ready' habits and essential skills and knowledge relevant to those roles.

The achievement of additional framework credits or NCEA at level 1 or 2 assists students to gain entry to further education, including higher-level trade training. Common across all programmes run by RTE are the so-called 'soft-skills' outcomes of increased confidence and the ability to take on new challenges or consider new directions. Individual learning programme methods used at RTE encourage students to plan their future direction, test the feasibility of some options, and gain feedback and encouragement from staff as they progress. Monitoring and measurement of soft-skills development and impacts within students'/families' lives would add to RTE's knowledge of value in this area.

The Workplace Literacy programme adds value to businesses across the Waikato region by offering customised, workplace-based adult literacy and numeracy education that accommodates business needs, including the scheduling of classes. Evaluation feedback from employers and learners, and comments made directly by them to the evaluators, described outcomes such as: improved form-filling and record-keeping, greater confidence in workplace calculations, more accuracy in reports. There was some evidence of particular language benefits for ESOL (English for Speakers of Other Languages) learners, and promotions following completion of the training.

As noted under Findings 1.1, strengthened self-assessment and more specific capture of the value of the training (for example, engagement with whānau) would provide a convincing case for a higher rating for this key evaluation question.

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 **Good**.

Since its inception, RTE has established a reputation among stakeholders as a 'sound' provider of programmes specifically targeted towards people who have been under-served by the compulsory education sector. This was confirmed by stakeholders and also by continued and increased funding for the PTE's programmes. The three programmes currently on offer align well with the purpose and current capability of the PTE, and are clearly related to student, government agency and employer needs in the greater Waikato region.

Youth Guarantee students very clearly described aspirations around gaining qualifications, work experience and employment when interviewed by the evaluators. They were also clear about the potential value of completing their NCEA at level 2. Based on historical performance, the programme on offer is delivering to these felt needs, in particular for the 2013 cohort. The design and content of the programme, particularly the embedded vocational pathway, is a significant challenge for most students; RTE staff are demonstrating their ability to deliver relevant training that clearly meets both Government⁸ and Ministry of Education⁹ objectives.

RTE effectively records and celebrates various student 'success case' exemplars. These demonstrate the PTE's ability to respond to particular student needs in supportive and committed ways – particularly for those who have most benefited from small class sizes, mentoring and follow-up by staff. However, the PTE's self-assessment would also benefit from deeper analysis and understanding of the progress, or lack of progress, of the other students.

Employers of Workplace Literacy learners contacted by the evaluators and/or providing feedback to RTE, expressed high satisfaction with the programme, which is customised to suit their individual company needs. The tutor also provided numerous examples of working with individual learners – in often mixed-ability groups – to provide meaningful content. His ESOL qualifications and experience clearly add value to the numerous worksites employing staff from non-English-speaking backgrounds. The combination of summative reporting to employers and analysis of assessment tool data is useful self-assessment but, in common with the other two programmes, a more comprehensive annual programme review covering all parameters of each programme and carried out by the tutors would reflect current good practice.

⁸ [Government objectives: Vocational Pathways](#)

⁹ [Ministry of Education initiatives: Youth Guarantee](#)

1.4 How effective is the teaching?

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 effectiveness of teaching at RTE is good, as evidenced by a pattern of increasing per-student credit achievement, qualification achievement rates, and increasing literacy and/or numeracy 'gains' achieved by workplace learners. Evaluator interviews with tutors provided evidence of a range of learner-centred strategies designed to clarify learning goals and build on early successes. The core values espoused by the PTE¹⁰ are also evident in the approach the tutors take to their work, for example the intentional incorporation of curriculum content around these values and other attributes, which extend the Training for Work programme beyond a mere 'job-seeker' intervention towards sustainable and life-enhancing outcomes. Beyond the current gathering of outcomes data, RTE would do well to gather a clear picture of the impacts of these teaching strategies, as indicated under Findings 1.2.

A notable feature of the small teaching team is the obvious sharing of multi-disciplinary expertise to expose students to different teachers and to allow teachers to teach content according to their strengths. Carpentry trades teaching is, for example, supplemented by literacy and numeracy content by a specialist in that area, and students benefit from the vocational guidance and job seeking skills of a tutor with extensive experience in these areas. Students spoken to, as well as summarised survey feedback, indicated that students respond well to this guidance. In one excellent example of synergy between programmes, a student completed some outstanding units towards the National Certificate in Building Construction and Allied Trade Skills (gaining the qualification as a result) while in the Training for Work programme in 2013, then went on to gain relevant employment as an outcome.

Oversight and performance management of teaching is effective, with quarterly teacher observation/peer reviews, and soundly administered quarterly student surveys providing good information for monitoring performance. Poor performance is addressed when it occurs. Tutors are participating in appropriate professional development, for example adult education short courses and external seminars. A potential risk around sustaining the teaching of the Workplace Literacy programme as numbers increase was identified by the manager, and additional tutor recruitment is taking place. This may also strengthen self-assessment of this relatively specialised programme, in particular around effective use of assessment

¹⁰ RTE Core Values: 'People, vision, upfront, loyalty'. Core Purpose: 'To empower our people into career pathways that will support our communities'.

data. More broadly, tutor knowledge of and engagement with RTE self-assessment is still at the developmental stage, and the tutors are all relatively recent appointments.

More consistently linking content related to the National Certificate in Building Construction and Allied Trade Skills with appropriate work experience or community projects would add value to the students' learning, and build further on the multi-disciplinary approach to teaching and learning.

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 **Good**.

Learner guidance and support at RTE is highly effective in supporting students towards achieving educational success relevant to the individual's needs, circumstances and level of personal motivation. The PTE can reference numerous credible, recent examples of students making highly significant changes in their lives. These include gaining qualifications for the first time and achieving sustainable employment as a result of enrolling with the PTE. The evaluators spoke directly with graduates who had benefited from the assistance and encouragement of the PTE. Significant effort is expended on ensuring each student has a plan and receives ongoing encouragement towards achieving the goals they set for themselves during their training (see Findings 1.2). Where circumstances conflict with these goals, the PTE 'goes the extra mile' in assisting graduates without creating apparent dependency.

The key feature of guidance and support at RTE is best described as effective 'pastoral care'.¹¹ Suitable processes for enrolling prospective Youth Guarantee or Training for Work students are consistently followed. A basic literacy and numeracy assessment gives tutors an insight into learner needs. Tutors establish a good rapport with students, seeking to understand their particular learning and support needs. Protocols such as a whole-of-organisation 'muster' each morning, followed by karakia, are being used to build a healthy group dynamic among the student body, which ranges widely in age across the two campus-based programmes. Regular sharing of food, and occasions that recognise and celebrate student effort and success, are an intentional part of the pastoral care strategy at RTE.

Management's clear and consistent messages around expected attendance are communicated to all RTE-based students. Examples discussed with the evaluators

¹¹ NZQA (2010) Tertiary Evaluation Indicators – Area of Activity: Fostering effective learning environments (p.12)

by the tutors and students indicated that the rationale and sanctions were well understood. Given that many students have had poor attendance patterns at school, attendance is an important area of personal development linked to educational and employment success. Although the PTE has an attendance expectation policy, it would do well to collect data and monitor the effectiveness of the strategies used. More generally, gathering information about guidance and support activities and their effectiveness or otherwise would strengthen RTE's self-assessment in this area.

Guidance and support needs of the Workplace Literacy students, who are all in employment, are somewhat different, but ongoing contact with the tutor, along with provision of a course handbook and other learning materials, are strategies being used to meet contractual requirements. Employer's written testimonials and comments made by them directly to the evaluators indicate good performance for Workplace Literacy under this key evaluation question.

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**.

Since 2010, following extensive work to review various aspects of the business, a significant phase of restructure and renewal has occurred at RTE. As described under Findings 1.4, core purpose and values are clear and permeate the leadership, programmes and activities across all levels of the PTE. Hiring of suitably qualified staff who are satisfied in their work, involved in decisions affecting their work, and supported to achieve good outcomes for the students, is evident but still being consolidated. An example of fair and well-documented performance management was seen by the evaluators. The dedication and commitment of the manager and other staff was clearly reflected in stakeholder, graduate and student feedback.

RTE's training manager is effective in setting high standards and communicating these across staff and also to students. In conjunction with the directors, the manager's strategic plan is guiding the business; plans for expansion are realistic and risks are being managed. The PTE under his management has risen to the significant challenge of Youth Guarantee and Training for Work contractual expectations, and success in meeting targets has led to increased funding across all of the programme areas. The business strategy for Workplace Literacy has been adjusted in response to market needs and the requirement to reach more learners, but it is still too early to determine how effective this will be. Management decisions are based on a clear knowledge of stakeholder and student needs; active links are maintained with all key stakeholders.

Physical infrastructure and the resources provided for staff, students and programme delivery are good, with current enhancements to facilities occurring, and the potential to develop these further. A new student management system was purchased in 2013, and is proving useful for data management and reporting. Although it was not entirely clear how the strategic planning at the PTE ownership level (Responsive Group) was linked to or driving the PTE, clear evidence emerged that the two directors have a suitable level of oversight of RTE that does not conflict with day-to-day operations management.

Annual or cyclical programme review is not currently all-inclusive or documented sufficiently to warrant description as a 'programme review cycle'.¹² While discussions around changes to programme content and delivery are evidently occurring, it was not evident to the evaluators that the full range of self-assessment findings is informing programme review and re/development. There is an opportunity to better focus all of RTE's current self-assessment activities around this potential focal point in the business cycle.

¹² As described in the RTE self-assessment summary of December 2013 (p.4), and in the PTE's quality management system.

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: Youth Guarantee-funded training (incorporating the National Certificate in Building Construction and Allied Trade Skills and Vocational Pathway NCEA (Level 2))

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

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

2.3 Focus area: Workplace Literacy

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

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

Recommendations

NZQA recommends that RTE:

- Consider ways in which current processes and self-assessment activities could be more closely aligned to provide solid evidence around soft-skills development.
- Identify and plan ways to further strengthen understanding and effective use of the assessment tool by RTE tutors and students.
- Explore additional opportunities to facilitate Youth Guarantee students to apply their skills in the wider community so as to add value to the current programme (this might range from short periods of work experience for all students, through to cooperative projects with non-profit social service providers).

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 NZQA 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz

Final Report