

Report of External Evaluation and Review

Edvance Limited trading as Edvance
Ltd

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 7 February 2013

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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:	Edvance Limited trading as Edvance Ltd
Type:	Private training establishment (PTE)
Location:	144 Fraser Street Tauranga
Delivery sites:	<p>Workplace Literacy (WPL) courses are held at client company premises.</p> <p>In Tauranga, Intensive Literacy and Numeracy (ILN) courses are held on site at the Edvance premises and in Auckland and Dunedin at public training venues.</p> <p>Two national certificate-dedicated programmes are delivered on site at workplaces in Blenheim and Mount Maunganui.</p>
First registered:	17 November 2006
Courses currently delivered	<p>Edvance delivers 40 Tertiary Education Commission (TEC) funded hours (or more hours if the employer/company funds them) to each WPL learner, and 100 hours of TEC-funded learning to each ILN learner.</p> <p>Edvance has eight learners studying for the National Certificate in Business (First Line Management) (Level 3) in Blenheim and 16 learners in Mt Maunganui.</p>
Code of Practice signatory?	No
Number of students:	Domestic: 129 WPL TEC-funded (as at 11 July 2012); (New Zealand European 12.4 per cent,

Māori 71.32 per cent, Pasifika 3.88 per cent, Other 12.4 per cent)

5 WPL employer/company-funded (as at 11 July 2012); (New Zealand European 13.33 per cent, Māori 20 per cent, Pasifika 26.67 per cent, Other 40 per cent)

49 ILN (as at 11 July 2012); (New Zealand European 61.22 per cent, Māori 10.2 per cent, Pasifika 18.37 per cent, Other 10.2 per cent)

All learners have New Zealand permanent resident status or are citizens of New Zealand.

International students: nil

Number of staff:

Six full-time equivalents

Scope of active accreditation:

Domain consents to assess to level 3:

- Accounting - Generic
- Business Administration Services
- Business Information Processing
- English for Speakers of Other Languages
- English Oral Language
- English Visual Language
- English Written Language
- Introductory Communication Skills
- Mathematical Processes
- Measurement
- Number
- People Development and Coordination
- Personal Financial Management
- Quality Management
- Quality Management
- Reading
- Self-Management
- Service Sector - Core Skills

- Work and Study Skills
- Writing
- Domain consents to assess to level 4:
- Interpersonal Communications
- Occupational Health and Safety Practice
- Workplace Health and Safety Management
- Writing

Standard consents to assess:

Delivery of Adult Education and Training

- 7108 Deliver on-job training for adult trainees (level 4)

Generic Computing

- 2785 Create a computer spreadsheet to provide a solution for organisation use (level 3)
- 2784 Create and use a computer spreadsheet to solve a problem (level 2)
- 6743 Demonstrate an understanding of ergonomic principles for computer workstations (level 2)
- 2781 Manage and protect data in a personal computer system (level 2)
- 25662 Use digital communications technologies (level 2)

Health Education

- 91236 Evaluate factors that influence people's ability to manage change (level 2)

Distinctive characteristics: Edvance uses the TEC learning progressions assessments in all its WPL and ILN programmes. The progressions identify the specific literacy, numeracy, and language challenges adult learners will face in life and experience in their workplace, or the pre-testing they need to pass as part of their entry into their preferred employment.

WPL funding is specifically for training in the

workplace for learners who are already employed. Each learner must undergo the TEC assessment tool skills analysis. Edvance tests in all three areas of literacy and numeracy that the assessment tool assesses: reading, writing, and numeracy. It also conducts a behavioural interview to establish and confirm each learner's listening and speaking levels on the learning progressions.

To be eligible for funding, learners must test below level 6 in one or more areas of the learning progressions. Every year, Edvance must deliver the hours it is funded to deliver; this figure is 186 learners for 2012, which is a reduction from 2011 when Edvance was funded to deliver to 208 learners. This reduction reflects the natural attrition of numbers being funded by the TEC.

ILN funding is also for improving learners' literacy, numeracy, and language using the learning progressions and assessment tool. Edvance's ILN programme specifically focuses on enabling learners to pass the pre-entry tests essential to gaining entry into the police, defence forces, prison service, or fire service. Edvance night classes operate in Tauranga, Dunedin, and Auckland. Each course runs for 17 weeks, with no more than 15 learners in each class. Edvance has been funded for 76 ILN learners in the 2012 financial year. A significant proportion of Edvance's learners are Māori or Pasifika, and it also has learners of ethnicities other than Māori.

Recent significant changes: Edvance is continuing to change. In 2009 Edvance assessed one unit standard; in 2012 it is assessing several unit standards (and related national certificates) as part of its WPL programmes in particular. In 2012 it is also offering two level 3 national certificate-dedicated programmes. Edvance employed a quality management administrator in February 2012 to manage the requirements of assessment, design, and moderation because of the high volume of unit standards being assessed.

An external marketing consultant was engaged in February 2012 to assist management in developing a strategic plan to mitigate the loss of

TEC funding, which is reducing by approximately 10 per cent each year. In addition, TEC has proposed that recovery of unused ILN funding for 2013 delivery will be based on the consumption of learner places as well as hours delivered. Providers will also be required to deliver 100 hours per learner place in order to retain full funding for that place. If a provider delivers less than 100 hours, funding will be recovered based on the hourly rate of \$25 for every hour below 100 hours that is not delivered as reported by the provider.

To align with its strategic plan, Edvance has developed a 'Learning Journey' chart. In the 40 hours of TEC funding, WPL programmes will upskill the learner and develop their literacy and numeracy skills (and may or may not assess specifically related unit standards). Subsequently, learners may take up further study funded by their employer as part of their learning journey.

Such changes are intended to achieve better outcomes for learners and stakeholders, to increase the capabilities of companies to develop career and succession plans for employees, and to reduce risk around the reduction or loss of TEC funding by growing other funded business.

Previous quality assurance history:

At the previous NZQA quality assurance visit, a quality audit in 2009, Edvance met all requirements of the standard that was the basis for ongoing registration at the time (only one unit standard had been assessed at the time, so the processes for assessment and moderation could not be fully verified at the audit).

According to moderation records, Edvance has successfully assessed standards to the national standard in the past three years in Adult Education, Business and Management, Communication Skills levels 1-4, Computing levels 1-4, and Core Skills. NZQA Tertiary Assessment and Moderation (TAM) reported that Edvance met national external moderation requirements for 2011. For 2012, the credit report shows that the PTE is assessing in accordance with its assessment plan (i.e. the PTE is assessing what it told TAM it would assess). Edvance was due to

submit two standards for moderation in Communication Skills and Core Skills in October 2012. The results were not available at the time of the external evaluation and review (EER) visit.

Timely attestations have been received. Edvance had no current monitoring and compliance activities with NZQA at the time of the EER.

2. Scope of external evaluation and review

The scope of the EER of Edvance included the following focus areas:

- Workplace literacy (WPL). This education and training is workplace-based and mainly TEC-funded, but there are a few learners who undertake additional training funded by their employers. There were 129 TEC-funded employees and 5 company-funded as at 11 July 2012. The programme is intended to support the employed learner which in turn benefits the employer by enhancing the learner's participation and performance in their employment.
- Intensive Literacy and Numeracy (ILN). This programme provides for small groups of learners and aims to improve their levels of literacy and numeracy and language. In 2012, the programme is funded by the TEC for 76 learners for 100 hours/each learner and requires progress of at least one step in one or more of the four areas assessed by the TEC progressions tool. For Edvance learners, ILN night classes enable learners to pass different specific literacy, numeracy, and reasoning tests which are one of the prerequisites for gaining entry into training for the police, defence forces, prison service, or fire service.
- Governance, management, and strategy was included because it is a mandatory focus area.

National certificate programmes were considered but not selected, mainly because they were relatively new and had fewer students (eight in the National Certificate in Business (First Line Management) (Level 3) in Blenheim, and the same number in Mt Maunganui. The National Certificate in Business Administration and Computing (Level 3) is in a similar situation.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Two NZQA lead evaluators conducted the EER at the PTE's Tauranga head office, which was also one of its three ILN delivery sites, over two days. The evaluators met and interviewed the managing director/financial controller, programme managers, quality management administrator, office administrator, tutors, learners, stakeholders including graduates, employers, managers, coordinators, and supervisors.

Documents and information sighted included: self-assessment information; learner information; evaluations and feedback; results and achievement data; student resources, teaching, and assessment materials; programme reviews and case studies; governance and management documents (including the 2012-2013 strategic business plan); quality management system manual; and Edvance newsletters and website.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Edvance Limited trading as Edvance Ltd.**

Edvance's ILN and WPL learners consistently meet or exceed TEC targets and minimum requirements. Over 80 per cent of Edvance's ILN and WPL learners improve at least one step in at least one of the three areas that the TEC progressions tool assesses. In fact, 100 per cent of all ILN and WPL learners have improved at least one step in at least one of the three areas that the TEC progressions tool assesses in 2012 to date, and in 2011 and 2010. More importantly, Edvance encourages its learners to achieve as highly as possible so that a significant proportion of them improve by more than one step and/or in more than one area. For example, 98 per cent of WPL learners achieved at least one step in two progressions compared with 69 per cent in 2011 and 72 per cent in 2010; and 72 per cent achieved three progressions in 2012 compared with 44 per cent in 2011 and 44 per cent in 2010. Similarly, 84 per cent of ILN learners have achieved two progressions in 2012 compared with 69 per cent in 2011 and 67 per cent in 2010; and 61 per cent have achieved three progressions in 2012 compared with 16 per cent in 2010.

Attending ILN night classes enables learners to pass different specific literacy, numeracy, and reasoning tests, which are one of the prerequisites for gaining entry into training for the police, armed forces, prison service, or fire service. Accessing the results of these tests is not always easy for Edvance, but feedback from learners/graduates strongly suggests most Edvance learners succeed. In addition, a regional police recruiting officer has commented that all learners who have attended Edvance's ILN programme and sat the police entry tests have successfully passed the academic tests.

All WPL programmes are customised to the client company's needs. Edvance liaises with each client company to integrate the client's policies and documentation into the resources used for the learners' programme. Client companies believe that WPL graduates perform better, are more productive, and create greater efficiencies such as less waste. They admit this is difficult to measure but are continuing to consider ways to do so.

Edvance improves ILN and WPL learners' literacy, language, and numeracy which in turn increase their self-confidence, communication skills, and performance in the workplace. The learning also increases learners' sense of well-being and personal growth, which benefits their families and communities as well as employers.

Some ILN, and particularly WPL, learners achieve unit standards and national certificates as additional outcomes of their training. Those companies that fund their own ongoing training after the TEC funding has been used achieve a range of further additional outcomes. However, funding and time pressures present

challenges to full-time employees and their employers in terms of availability for study and completion of assignments, whether on the job or in employees' own time. Consequently, in future, WPL programmes will not lead to a qualification within the TEC-funded timeframe of 40 hours. Nevertheless, Edvance has identified that achievement of the literacy and numeracy standards required for entry into university and NCEA levels 1 and 2 could readily become part of the ILN programmes and possibly the ILN component of WPL programmes in the future.

Edvance has developed a Learning Journey which it hopes will provide learners with clearer pathways from WPL and ILN programmes in the future. Not directly related to this journey at this time, Edvance has recently started programmes in Mount Maunganui and Blenheim, focused on achieving the National Certificate in Business (First Line Management). Initial indications are that learners are learning, achieving, and progressing well.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Edvance Limited trading as Edvance Ltd.**

Edvance gathers mainly quantitative but also some qualitative data, analyses it, discusses it, considers and makes changes, and then evaluates how effective the changes are.

Edvance initially delivered the WPL programme over 40 hours with no unit standards. The feedback was that industry wanted unit standards (and national certificates if possible), so unit standards were introduced into the WPL 40-hour programmes. Edvance employed a quality management administrator in February 2012 to manage the requirements of assessment, design, and moderation as a result of the high volume of unit standards being assessed. Based on further completions and learner and company/employer feedback, in late 2012 Edvance plans to shift from full qualification delivery within the 40 hours of TEC WPL funding to fewer specific unit standards within the TEC-funded programmes.

As a consequence of matching learner and stakeholder needs, (and mitigating falling TEC funding and growing the business), an external marketing consultant was engaged to assist management develop a strategic plan. To align with the new initiative, Edvance has reviewed its programme delivery and outcomes and developed the Learning Journey. This is intended to upskill learners and introduces them to literacy and numeracy skills which can then be followed up with an extended company programme.

Edvance gathers data from progressions tool assessments from both programmes and reports to the TEC as required. In addition, Edvance tracks and monitors ILN night class programme learners' results by conducting sample police or defence forces tests. These test results reflect learners' test-taking techniques as well as literacy and numeracy knowledge and skills, and identify areas that need to be

addressed. Based on this information, the tutor helps students collectively or individually as appropriate.

Edvance's ILN programmes are based on the pre-entry test example(s) supplied on the New Zealand Police and New Zealand Defence Forces websites. These websites are regularly monitored by Edvance's staff for any changes to the pre-entry tests, and Edvance's tests are modified accordingly. Students sitting the final pre-entry tests also provide feedback to Edvance of any changes or modifications they notice from completing the tests. These practices assure Edvance that its tests are updated and current.

While the focus is on individual progress and success, Edvance compares collective results from programme to programme, year to year, and tutor to tutor, and uses outcomes to performance-manage tutors. However, it does not compare the performance of Māori and Pasifika and learners of other ethnicities or gender and consider possible improvements. Edvance does not formally capture destinational outcomes or informal and anecdotal feedback. It expects that its new learner management system database and more specifically focused evaluations will enable this, as well as enable easier management and use of all the quantitative and qualitative data it already gathers, including learner, company/employer, and tutor evaluations.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Edvance is meeting or exceeding TEC targets and minimum requirements. By the first week of October 2012, 98 per cent of WPL's learners who undertook their programme had gained one progression compared with 81 per cent in 2011. Similarly, 38 out of 49 ILN learners who undertook the ILN programme, or 78 per cent, had gained one progression, compared with 74 per cent in 2011. The five ILN learners in the class observed by the EER team all expect to achieve at least one progression in one area when they finish, which will take the results up to almost 80 per cent by the end of October.

Some learners leave before they finish the programme and do not complete an assessment. This partly explains why TEC data shows that in 2011 only 74 per cent of ILN learners who had undertaken the programme met TEC requirements. However, the number of instances of non-assessment due to early exit from the programme or non-completion of final assessments has reduced since 2011, when Edvance introduced a \$100 bond which is fully refundable upon completing the exit assessments.

Edvance has not been processing and analysing the data that reflects its performance as an organisation in detail in a regular and ongoing way. It has tended to focus on monitoring individual trainee and programme performance against TEC minimum requirements. However, the PTE has recently begun developing its capability to do this and has shown it can do so. This includes being able to show national certificate achievement as part of WPL courses. This measure shows that seven of 26 WPL learners completed their National Certificate in Business Administration and Computing and 22 of 73 learners completed the National Certificate in Business (First Line Management) in 2010, although this was not necessarily the main focus of their programmes. The data in 2011 shows slightly lower completions numbers.

While national certificates in WPL and ILN programmes in future will not usually be achieved from one programme, unit standards towards them may be. Edvance expects that its new learner management system will make it easier to track all results more systematically. This will be important as most unit standards and national certificate completions from WPL programmes will be spread over two

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

years in future, and dedicated national certificate programmes such as those introduced recently will also need to be tracked.

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 **Excellent**.

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

All WPL learners are already employed. Their training improves their knowledge and skills. The development of their literacy and numeracy includes computer literacy which enables them to programme and operate equipment effectively. This can and does improve employees' performance and potentially their productivity. However, companies and employers report that it is hard to substantiate the extent of any improvement apart from the increases in efficiency in some cases.

Attending WPL programmes immediately before or after night shifts, or ILN classes at night, helps learners learn how to self-manage. Completion of their programmes and national certificates acknowledges and recognises their competencies in a range of different ways. WPL learners become advocates of the programmes for their workmates, who support their participation. They develop PowerPoint presentations to present what they have learned to their colleagues. Some become a voice on behalf of their peers, which includes suggestions for improvements to quality management systems.

Completion of the programmes and improvement of literacy and numeracy skills improve learners' self-confidence and performance at work. The chief executive of a national organisation acknowledged that improved report writing (an area not specifically identified by the progressions assessments) had arisen from Edvance's literacy, numeracy, and language training. Such development can contribute to promotion within the learners' own employment and/or to going on to further education and training. The development of literacy, numeracy, and language-related abilities and attributes gives rise to an enhanced sense of well-being which has positive outcomes for home and family life as well as local and wider communities.

Dedicated ILN programmes are focused on enabling learners to pass the specific literacy and numeracy tests which are one of the prerequisites to gain entry into the likes of the police or defence forces. These tests also include thinking and reasoning skills. Some ILN learners are already employed full-time in other occupations and wish to undertake a career change, while others want to gain full-time employment, some for the first time, in their preferred career. The learners interviewed by the evaluation team were confident that their programmes would enable them to succeed with regard to their literacy and numeracy entrance tests.

Edvance has good evidence of the effectiveness and success of its WPL programmes, but agrees that it could enhance this evidence by complementing its

formal feedback from learners, tutors, and companies with focus groups and formally tracking longer-term destinational outcomes. The PTE also agrees that the evaluations themselves could be shaped and organised better to make collating, analysing, and using the data easier. Nevertheless, Edvance does use its current self-assessment data to manage tutor performance and make practical and realistic changes to its programmes. In both the WPL and ILN programmes, valuable informal and anecdotal feedback is not always fully captured and able to be used.

For the ILN programmes, Edvance has improved completion rates of the progression assessment of those who leave the programme early or complete the programme. However, it is not always able to track and monitor success in the external tests, which can sometimes be delayed by up to two years after completion of the ILN programmes (although Edvance does its best to keep in contact, and provides free refreshers where external tests are delayed). In addition, destinational outcomes of those who complete the ILN programmes in particular, are not as complete as Edvance would like. It is aware, despite the challenges, of how more complete data would help make the data more useful and help Edvance make further changes and improvements.

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**.

WPL and ILN programmes run throughout the year, with various start and finish dates. Learners attend WPL education and training at their company's premises, sometimes immediately before or after a night shift, or attend ILN classes at night. Such flexibility as to when and where classes are held matches the needs of learners and their employers by encouraging and supporting attendance which otherwise might not be possible. This also helps learners to learn how to self-manage.

Each WPL programme is customised to the needs of each client company. Each programme includes initial assessment of the literacy and numeracy levels of each learner, and these levels are tested again at the end of the programme. The programmes themselves are based on the quality management policies, processes, and procedures of each client company. Through liaison with each company, Edvance integrates company policy and documentation into the resources used for the programme. This ensures that the programmes match the needs of both the learners and their employer.

In late 2012 Edvance plans to move away from full qualification completions delivery in its WPL programmes, to specific literacy and numeracy-related unit standards (or none at all). This is a response to the most recent self-assessment feedback from employers and what is realistic and possible. Further education and training, including unit standards and national certificates completions, will still be

available through further WPL extended programmes funded by companies or through the dedicated national certificate programmes.

Edvance is aware of the different functions and value of marketing and liaison with stakeholders, and the business marketing and WPL programme managers both work with companies and employers in different ways and contribute to developments, reduction, or removal of barriers and exploration of the full range of education and training possibilities. This includes the Learning Journey.

Evaluations from learners, tutors, and companies as well as case studies and annual programme reviews help Edvance understand how well its programmes match the needs of learners and stakeholders. This enables Edvance to make appropriate changes and to evaluate their effectiveness. The evaluation team interviewed several representatives of several companies together, and one company on its own. Employer stakeholders were very positive about how the tutors contributed to matching a wide range of needs, including participating in the tikanga of different organisations and supporting those working in hauora (health/wellness) programmes to de-stress after working in challenging situations. The value of the interactions from several organisations sharing with each other has encouraged Edvance to possibly add focus groups to its self-assessment practices and activities. Individual learning plans that are used in both programmes and that are regularly reviewed and revised help support the value and relevance of the education and training.

The regular monitoring of police and defence forces websites, and feedback from learners who sit the external tests, help Edvance ensure that its ILN programmes and assessment activities are up to date and relevant. Free refresher courses help learners whose external tests are delayed after completion of their ILN programmes. However, Edvance's difficulty in capturing short and longer-term destination outcomes of those from ILN programmes in particular, deprives it of some valuable feedback on how well its ILN programmes match learner and stakeholder needs.

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**.

Edvance has robust staff recruitment processes and criteria, including assessment of computer skills. It contracts its tutors for its WPL, ILN, and national certificate programmes and manages them effectively from its head office.

Tutors have varied but relevant qualifications and experience. They also have internal professional development and are able to identify their own professional development needs and opportunities. The WPL programme manager observes tutor practice, and the ILN programme manager conducts annual appraisals in addition to analysing company or stakeholder feedback where this applies, and learner and tutor evaluations for both programmes. Performance data is used to manage, support, and improve tutor performance, and this includes mentoring and wrap-around support.

WPL and ILN learning environments are planned and structured for the benefit of the learners. They are inclusive, minimise barriers to learning, and tutors and learners relate well to and support each other. Learners have opportunities to apply their knowledge and skills as appropriate. Assessment provides learners and tutors with useful feedback on their progress, and assessment is valid and fair. The appointment of a quality management administrator in 2012 was important to provide development for a staff of fairly new NZQA assessors. Two Edvance staff have responsibility for internal moderation.

Tutors work interactively with small groups and individually one-to-one as necessary. Such practices help give learners every opportunity to succeed by reducing barriers to learning and creating inclusive learning environments where diversity is embraced and benefits every learner.

The evaluation team observed an ILN tutor who was highly competent and empathetic and used a range of resources including fresh web resource links. Police and fire service entry tests are an important tool for ILN learners and tutors. Good practices in taking such tests are developed, and answers and the reasons for them are discussed. Taking these tests enables learners to develop appropriate approaches and practices, as well as develop in all the areas of literacy, numeracy, and thinking and reasoning that are tested.

Edvance's self-assessment and the evaluation team's interviews with a range of client organisations and companies confirmed how effective the teaching is in most of these programmes. Companies/employers as well as learners commented very favourably on how adaptable, flexible, and able Edvance and its tutors are in matching the needs of learners and stakeholders. Feedback from a variety of organisations in the health field commented on how tutors quickly became an integral part of organisations. Not only did they develop literacy and numeracy knowledge and skills, including computer literacy, but they observed and

participated in each organisation's tikanga and provided techniques to help staff de-stress.

Self-assessment and evaluation and evaluation team feedback show that programmes, tutors, and activities engage learners effectively. However, Edvance has identified that some resources, including tutor manuals, need to be updated and it has contracted one of its most effective and successful tutors to do this. The evaluation team discussed with Edvance how this may be particularly helpful if it also includes information about standards-based assessment and moderation and the TEC targets that Edvance is required to meet. Along with professional development, this may better support the tutors, some of whom were not fully aware of the assessment context in which the education and training is operating. Similar discussion took place around how current evaluations could more readily provide feedback that could be more effectively entered and used, especially in light of the new learner management system to be implemented by the end of 2012. The planned availability of ILN tests and resources online, which is in the early stages of development and testing, should ensure that all ILN learners have access to the same range of resources as the current in-house ILN tutor in Tauranga.

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 is mostly the responsibility of the tutors, whether on site at a client company's premises for WPL or at Edvance's own premises or other venues for ILN night classes. The role of the tutor is important in that the programmes are for a limited period of time spread over a small, fixed number of weeks. However, programme managers and Edvance provide additional support for the programmes, learners, and tutors through the provision of resources that are regularly reviewed and improved. They also carry out performance supervision and support, and review, use, and act on feedback from companies, learners, and tutors as appropriate. Tutors monitor and follow up attendance with the support of head office staff.

WPL learners receive ongoing guidance and support from both their employers and the Edvance tutor, which extends beyond the completion of the programme. The evaluation team noted that the guidance and support extends to providing free follow-up tuition for ILN graduates whose external testing is delayed to well after their programme completion.

Edvance ensures that companies and learners are aware of pathways that the learning journey provides and this should benefit them as well as Edvance in the future. The challenge is to get companies and employers to buy into training additional to that funded by the TEC in the current economic environment.

The use of focus groups of client organisations in the future should help support Edvance's self-assessment, including around the quality and effectiveness of the guidance and support it provides. So too should evaluations where responses sought and obtained are better grouped for specific feedback, analysis, and use, including about the effectiveness of the guidance and support provided.

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

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**.

Edvance has a clear vision and related goals, purpose, and direction. Its director/financial controller and programme managers provide effective leadership, ably supported by other staff in the small team at head office. Edvance provides readily available and regularly updated resources and supports professional development. Head office managers and staff manage the contracted tutors, programme managers performance-manage them, and they feel valued. Some of the tutors naturally would prefer to have more work, but Edvance explained that its current policy and practice give tutors preparation and planning and assessment time, and Edvance, its clients, and learners greater flexibility and adaptability.

Edvance operates in a constantly changing environment. It has not always been able to anticipate change, but it has usually responded successfully. This particularly applies to TEC funding, which has steadily reduced over recent years. At the time of the evaluation visit, Edvance intended to become proactive and work with others to talk to the TEC about the impact of announced changes that would require TEOs to refund money for non-completions of ILN programmes. Previously, Edvance has managed its funded numbers by replacing non-completions or no-shows that are usually beyond its control. It has found the introduction of a \$100 bond – refundable on completion of the progressions tool at completion of the programme, or on early exit – very successful in managing non-completion of the progressions assessments. In that sense, something is gained, even by those who leave the programme early (and other learners have been able to benefit who may not have done so otherwise). Edvance and other providers shared their concerns with TEC at the November 2012 NZAPEP Forum and TEC noted the PTEs concerns. TEC has held further discussions around this matter subsequently. (The same funding return rationale will also apply to WPL funding stream. The WPL recovery rate is significantly higher than for ILN but it is expected that because the learners are all in full-time employment means full attendance is more achievable).

At the time of the EER, Edvance had been advised that its initial ILN allocation for 2013 was 72 places (down from 76 for 2012). It was still waiting to be notified of the outcomes of its initial funding allocations for its WPL programmes. Since the EER it has been advised that it has funding for the same number of WPL learners for 2013 as 2012. Edvance is doing its best to reduce its reliance on TEC funding.

One way is by encouraging client companies or employers to fund further training after TEC funding has ended, based on its development of the Learning Journey and supported by two discrete functions, one marketing and the other liaison. To achieve company/employer-funded training is sometimes challenging in the current economic climate, but a few organisations, about five, have taken up the challenge to date. Edvance is also developing other funded training opportunities such as with industry training organisations. The organisations interviewed by the evaluation team as a group identified promotion and advertising beyond a revamp of the Edvance website as a potentially worthwhile addition to word-of-mouth promotion in gaining uptake by more learners.

Edvance is directly supporting educational achievement through its robust recruitment of staff and contract tutors, and ongoing performance management and support through professional development. It has also begun developing an online ILN capacity to meet growing demand and centralisation to three main centres rather than regionalisation. This aligns with identifying and acting on the need to have a better learner management system by the end of 2012.

Edvance's own self-assessment is currently effective and used to understand educational performance and to bring about worthwhile improvements and outcomes. However, it is not yet fully developed and only when practices, including those identified during the course of the evaluation, are considered and further developed will the full potential of a new learner management system be fully realised. This should include comparing the performance of Māori and Pasifika and learners of other ethnicities and considering possible improvements if data shows these learners are not achieving as well as others. The same principle and use of self-assessment information could be applied to comparing how well men and women achieve.

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 **Excellent**.

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

2.2 Focus area: Intensive Literacy and Numeracy (ILN)

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

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

2.3 Focus area: Workplace Literacy (WPL)

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

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

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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