

Report of External Evaluation and Review

Bay of Plenty Technical Institute
Limited trading as Pacific Coast
Technical Institute

Confident in educational performance

Confident in capability in self-assessment

Date of report: 14 August 2013

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	3
3. Conduct of external evaluation and review.....	3
Summary of Results	6
Findings	8
Recommendations	16
Appendix	17

MoE Number: 7921
NZQA Reference: C10301
Date of EER visit: 12 February 2013

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:	Bay of Plenty Technical Institute Limited trading as Pacific Coast Technical Institute (PCTI)
Type:	Private training establishment (PTE)
Location:	Head office is located at the corner of Hull and Mark Roads, Mount Maunganui
Delivery sites:	Delivery site is located at 81 Hull Road, Mount Maunganui Additional delivery site for Alternative Education programme at 32 Triton Avenue, Mount Maunganui
First registered:	30 October 2009
Courses currently delivered:	<ul style="list-style-type: none">• Youth Guarantee programme: Pathways to Employment`, which includes working towards the National Certificate in Employment Skills (Level 1) or the National Certificate of Educational Achievement (Level 1) for youth aged 16-18 years for up to 48 weeks• Foundation Training Opportunities Programme: Employment Coaching for youth and adults for up to 26 weeks
Code of Practice signatory?:	Not applicable
Number of students:	Domestic: <ul style="list-style-type: none">• 18 Foundation-Focused Training Opportunities (FFTO) and 25 Youth Guarantee equivalent full-time students funded by the Tertiary Education

Commission (TEC)

- 30 Alternative Education students contracted to the Ministry of Education

Number of staff:	Eight full-time equivalent teaching staff; two directors
Scope of active accreditation:	<p>PCTI has consent to assess against a broad range of subfields, domains and unit standards. It has the required scope to assess the programmes it currently offers:</p> <ul style="list-style-type: none">• National Certificate in Employment Skills (Level 1)• National Certificate of Educational Achievement (Level 1) <p>A full range of accredited scope can be viewed on the NZQA website: www.nzqa.govt.nz/providers/details.do?providerId=792114001</p>
Distinctive characteristics:	While PCTI has a focus on foundation skill programmes, it also provides teaching space to other trainers who are offering a diverse range of training such as driver training, horticulture training and food safety. FFTO and Youth Guarantee students can access some aspects of this diverse training (e.g. barista training), as an incentive or acknowledgement of achievement in their respective programmes.
Recent significant changes:	In 2009, PCTI bought out a TEO that was struggling. This purchase included premises, staff and teaching resources. Following the change of ownership, in 2010 PCTI began delivering the foundation training offered by the previous ownership, and significant changes since then have included staff changes, changes to programmes and teaching materials and relocating the Alternative Education programme to a new site. PCTI has been approved to deliver the National Certificate in Employment Skills for its Youth Guarantee programme.
Previous quality assurance history:	<p>PCTI was registered in 2009. Two compliance audits – 10 May 2010 and 25 May 2011 – reported all registration requirements met.</p> <p>External moderation reports from NZQA were positive. A letter from NZQA dated December 2012 reported that PCTI was meeting the national standard. However,</p>

PCTI was reminded to submit full unit standard lists for inclusion in the moderation process. Twenty-six standards were omitted from the 2012 assessment plan.

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review of PCTI included the following mandatory focus area:

- Governance, management and strategy.

The programme focus area, Foundation Skills Training, included:

- Foundation-Focused Training Opportunities (FFTO) programme (Employment Coaching)

This 26-week programme is offered to youth and mature learners to determine a career path and to provide training in key knowledge and practical skills to help them gain employment.

- Youth Guarantee programme (Pathways to Employment)

This 48-week programme enables students to work towards the achievement of the National Certificate in Employment or the National Certificate of Educational Achievement. It is designed for students to meet entry criteria to access higher education and gain employment to meet personal career goals.

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.

The evaluation team comprised a lead evaluator and a team evaluator. The team visited PCTI for two days at its head office in Mount Maunganui. During the visit, the evaluation team met with the PCTI directors, the academic advisor, tutors, the administration team, quality assurance advisor, and representatives of the students, graduates and stakeholders.

While on site, the evaluation team viewed a range of documents, including the PCTI business profile, meeting minutes, programme review reports and actions, quality improvement review, stakeholder and student surveys, student achievement progress and summative reports and analysis.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Bay of Plenty Technical Institute Limited trading as Pacific Coast Technical Institute**.

This confidence is based on the following:

- There has been a marked increase in educational performance for both the FFTO and Youth Guarantee programmes from 2011. Both programmes exceeded the contracted labour market outcomes of progressing to employment or higher-level learning: FFTO from 52 per cent in 2011 to 77 per cent in 2012; Youth Guarantee from 52 per cent in 2011 to 86 per cent in 2012).¹
- Enrolments and progress for Māori students in both programmes has exceeded the contracted labour market outcome requirements, increasing from 47 per cent in 2011 to 77 per cent in 2012 for FFTO, and from 56 to 77 per cent for Youth Guarantee.
- There was a significant increase in the unit standards achieved by graduates who previously had achieved few or no unit standards prior to enrolment, but went on to average 24 credits per student. Six students achieved 44 unit standards and two students achieved 90 unit standards, progressing into higher levels of study at Bay of Plenty Polytechnic. A graduate of PCTI achieved the region's Western Bay of Plenty Adult Learner of the Year Award for 2012.
- The evaluation team noted the very positive outcomes for students who had previously had negative education experiences, e.g. Alternative Education students who progressed from the Alternative Education programme to the Youth Guarantee programme and who are now studying at Bay of Plenty Polytechnic.
- In addition to educational achievements, students also experienced improved personal development and increased skills, which increase employability.

These are admirable results for students who had previously been disengaged from the compulsory education system and who were now experiencing educational and social success.

PCTI collects feedback formally and informally through its networks but is not yet collating input from the employers of graduates or from the higher-level

¹ Data for 2012 had yet to be confirmed by the TEC at the time of the external evaluation and review, but from historical reporting there is no reason to doubt the authenticity of the records.

training institutes that graduates enrolled in post-PCTI, to gauge the value of the training and to provide feedback on programme content.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Bay of Plenty Technical Institute Limited trading as Pacific Coast Technical Institute**.

This confidence is based on the following:

- Since the change of ownership to the current directors in 2009 and delivery beginning in 2010, management has implemented a number of strategies to improve educational performance. These include providing an environment conducive to learning, changes to staff, strengthened pastoral care, strengthened quality assurance practices, improved modulated teaching programmes grouping similar unit standards for integrated assessment, relocating Alternative Education students to a different site, a stronger bicultural focus, higher input of embedded literacy and numeracy, and monitored individual learning plans. This collection of intervention measures resulted in PCTI exceeding its contracted performance requirements for 2012.
- PCTI has formed a peer review relationship with a large tertiary training institute to share best practice strategies and to benchmark its results against. PCTI has already identified practices it is keen to implement from this arrangement. An example is the implementation of a new student management system that will provide more useful data, analysis and reports, including up-to-date student achievement progress.
- A Learn to Learn module has been introduced to assist those students who have been away from the learning situation for some time and need support to re-engage. PCTI is already seeing the benefits of the module, with fewer assessment re-sits and significantly improved initial assessments and assignments.

As previously reported, engagement with employers of graduates and staff from the recipient higher-level training institutes enrolling PCTI graduates will provide rich information to affirm the value of the training or to provide ongoing input into programme content.

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**.

PCTI achieved its contracted labour market outcomes requirements for 2010 but reported a decrease in 2011, when the training period was reduced from 48 weeks to 26 weeks. There was a marked increase in the FFTO labour market outcome from 2011 to 2012 (52 per cent to 77 per cent).³ Labour market outcomes reflect the employment statistics or progress to higher learning requirements contracted with the TEC. This is a good outcome as it exceeds the contracted TEC target. It is also a good result as it reflects positively the intervention strategies put in place by the directors and tutors to improve achievement. In addition, these results also reflect a marked increase in achievement for Māori students, from 47 per cent labour market outcome in 2011 to 77 per cent in 2012.

The Youth Guarantee programme (new in 2011) also shows a marked increase in labour market outcome, from 52 per cent in 2011 to 86 per cent in 2012. Māori student achievement increased from 56 per cent in 2011 to 77 per cent in 2012. The increased educational achievement from these two programmes is a positive reflection of the improved learning environment provided by the organisation.

Other strategies implemented by PCTI to raise educational achievement include recruiting new staff (teaching and quality assurance), improved modulated teaching programmes, relocating Alternative Education students to a different site, a stronger bicultural focus, higher input of embedded literacy and numeracy, monitored individual learning plans and increased pastoral care including a student counsellor on site weekly. Along with 16 other PTEs in the region, PCTI participated in an Ako Aotearoa research project related to guiding and supporting learners.

Positive external moderation reports from NZQA endorse and validate the PCTI assessment and internal moderation processes. However, PCTI was reminded to submit full unit standard lists for inclusion in the moderation process. Twenty-six standards were omitted from the 2012 assessment plan.

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 Data for 2012 had yet to be confirmed by the TEC at the time of the external evaluation and review, but from historical reporting there is no reason to doubt the authenticity of the records.

One of the Tertiary Education Strategy targets agreed with the TEC includes increasing Māori enrolments and achievement. Māori enrolments increased from 50 per cent in 2010, to 60 per cent in 2011, and 62 per cent in 2012, showing that PCTI is meeting this requirement. Māori achievement is on a par with PCTI overall (77 per cent), exceeding contracted targets.

Statistics collated and analysed according to gender, ethnicity, further training outcomes, employment outcomes, unit standard credits and numeracy and literacy progress have helped the organisation to monitor progress to ensure it meets or exceeds targets. PCTI is implementing a new student management system which will help with the collation, analysis and reporting of student achievement.

There was a significant increase in the unit standards achieved by graduates, who confirmed that they had achieved few or no unit standards prior to enrolment but went on to average 24 credits per student. Six students achieved 44 unit standards and two students achieved 90 unit standards, progressing to higher levels of study at Bay of Plenty Polytechnic. A graduate of PCTI won the Bay of Plenty Adult Learner of the Year Award for 2012. The evaluation team noted the very positive outcomes for students who previously had negative educational experiences, i.e. Alternative Education students who progressed from the Alternative Education programme to the FFTO programme and who are now studying at Bay of Plenty Polytechnic. These are admirable results for students who previously had been dis-engaged from the compulsory education system and who were now experiencing educational and social success.

Staff, graduates and students interviewed affirmed evaluation analysis evidence collated by PCTI that in addition to successful educational achievement, students experienced raised self-confidence and personal development and achieved useful skills to increase employability.

PCTI exceeded contractual expectations for 2012, and effective teaching staff and strong processes in place give assurance that the organisation is likely to maintain or improve on these results. These processes include strengthened staff recruitment, robust assessment moderation practices and professional development with a focus on raising student achievement. A quality assurance advisor was recruited to manage the implementation of integrated assessment and to monitor internal and external moderation. The positive impact on assessment, and moderation endorsing assessment at the national standard, is evident. Professional development included Positive Behaviour for Learning workshops contributing to an environment that is conducive to learning.

However, the short period of time in which PCTI has achieved this level of success precludes a higher statement of confidence.

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**.

Students and graduates reported through the organisation's formal and informal feedback processes that they valued PCTI's training. This satisfaction with the organisation and the value of the training was endorsed by students and graduates during interviews with the evaluation team.

Valued outcomes for the students and graduates beyond satisfaction with the organisation and achieving unit standards included improved time management, increased confidence from successful achievement, new skills and raised self-esteem. Students and graduates are role models to siblings and other family members and to peers who can see the positive impact of educational success on students who were previously disengaged from education.

Positive education outcomes have a corresponding positive impact on the community – Alternative Education and youth students with truancy and behavioural issues experience positive education experiences with PCTI and progress to higher learning institutes).

Survey and feedback collated by the evaluations included positive comments about how the training had boosted the students' confidence to enable them to enrol in higher-level study at other institutes. PCTI encourages students to this path to increase employability. Graduates progressing to higher learning far exceed the exit to employment. PCTI is monitoring student progression through individual learning plans, employer consultation and increasing work experience placements. PCTI will need to manage employment and further training outcomes to ensure that success with one mode does not have a negative impact on the TEC contracted outcome requirements for the other.

The changes to teaching staff, relocating Alternative Education students to their own premises, positive behaviour workshops and improved teaching programmes have all contributed to the improved achievements of the students. A PCTI graduate was acknowledged in an adult student award for the Western Bay of Plenty region for 2012. He has since enrolled at Bay of Plenty Polytechnic. Another student progressed from Alternative Education through other PCTI programmes to Bay of Plenty Polytechnic. She is the first in her family to pursue tertiary studies.

Although data from student evaluations was collated and analysed, and graduate input sought, feedback from employers of the graduates and further training institutes would further inform training value.

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 **Good**.

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

PCTI tutors try to match the needs of their students and stakeholders. Interviews at enrolment, followed by negotiated individual learning plans, help to identify initial academic and personal goals which are then tracked informally each week and formally each month. Sighted progress reports are discussed with students and help keep them abreast of any actions required to maintain or improve progress. Negotiated actions have included individual interviews focusing on turning disruptive behaviour into opportunities to guide and lead peers. Informally, tutors also discuss progress with students more frequently, if required. High numbers of students achieving and progressing to higher-learning institutes attest that their academic needs are being matched. Successful enrolment and attendance at these institutes attest to the students' raised confidence to engage with learning at the higher level and also to participate socially, matching personal and social needs.

This holistic approach to matching and meeting needs, balancing academic achievement with a focused career goal while assisting the students to develop emotionally, provides students with the possibility of sound life choices. Subsequent varied study choices post-PCTI, such as graphic design, nursing, business administration, computing and professional cookery attest that students who were marginalised from the schooling system have not just re-engaged but are being successful following their identified matched needs being met.

The Learn to Learn module has helped to identify individual student support requirements, to bridge academic study requirements and to re-engage students with learning success. The very positive outcomes from students who had previously disengaged from the compulsory education sector are a strong indicator that needs are being matched.

Student and parent surveys are very positive about the achievement and progress of students. An employer needs survey is a newer initiative yet to result in substantive changes to programme content or delivery. Growing attendance at the student graduation led to PCTI relocating to bigger venues each year.

To date, destination tracking is limited to where graduates have progressed, with informal feedback only from other institutes of higher-level training and employers about the value of the training.

1.4 How effective is the teaching?

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**.

The improved educational achievements by PCTI attest to the effectiveness of the teaching staff. The decision by PCTI management to recruit staff who were well qualified and experienced and had empathy with students who had little previous educational success has contributed to the increase in achievement.

Staff were recruited throughout 2011 and 2012 to meet the expectations of the new directors to provide a safe learning environment, raise student expectations and educational outcomes and raise staff expectations for more long-term benefits to students.

Well-qualified staff have been recruited who care about the students and their progress and achievement and who possess strong networks of benefit to PCTI, i.e. links with human resources organisations and other educational institutes, and community and business links. The result has been a more varied programme with raised interest for the students. Teaching staff have been supported by the recruitment of a programme coordinator to manage the review and improvement of programmes, and another staff member is responsible for seeking employment opportunities for graduates. Collectively, they apply a holistic approach to teaching and supporting the students.

Professional development for all staff includes the National Certificate in Adult Literacy and Numeracy Education (NCALE), and study for this is encouraged and promoted by the directors. In addition, the staff are experienced practitioners who share their experiences of professional development opportunities. All staff have been involved in the Positive Behaviour for Learning workshops and some staff are looking at how the new student management system can improve progress reporting.

PCTI has very good external moderation reports from NZQA which endorse the tutors' assessment and internal moderation practices; however, the quality assurance advisor is continually looking to improve moderation practice including the submission of incomplete lists of unit standards for inclusion in external moderation. All staff are now upskilled and participate in moderation processes.

PCTI has a close liaison with a peer provider from outside its region at management and tutor levels. This provides scope and opportunity to share best practice. As a result, PCTI has reviewed its practices to either affirm its own practices or to gauge how it might integrate some models of practice it has observed. For example, the organisation has confirmed that its policies and processes are fit for purpose and staff communications are effective.

PCTI has installed a new student management system to meet the TEC single data return reporting requirement. The full potential of the new system is yet to be realised to improve progress reporting.

As previously reported, staff have yet to follow up with employers and higher level institutes on the value of the training offered and demonstrated by graduates.

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 **Excellent**.

Improved educational achievements that exceed TEC contractual requirements are testament to the excellent guidance and support services provided to the students. The support begins with the care taken by tutors to identify student needs and then to match those needs. This includes a holistic approach to students' welfare (academic, personal, social, physical and mental). As previously reported, PCTI implemented a number of interventions to improve achievement. The key intervention was the recent staff changes involving staff who are empathetic and motivated to work closely with students to drive improvement. Staff closely monitor students' personal and academic progress to ensure they are given every opportunity to achieve their goals. Where possible, staff work with whānau, but if required will act as whānau to those students who require this support. The improved achievement endorses the holistic approach to student support.

Weekly counselling sessions are available to students and are extended to other services that will benefit students, i.e. budgeting, CV preparation and discussion, and dealing with drug and alcohol addictions, all designed to mitigate barriers to learning.

Additional support provided to students includes transport to and from class. Tutors hold mock interviews for jobs, and clothes are provided where required to give confidence at interview. Tutors accompany the students to interviews as whānau support. The increased numbers accessing higher-learning opportunities attest that this support works well.

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**.

The directors of PCTI have demonstrated strong and robust leadership, reviewing practices and implementing interventions to improve educational achievement

outcomes since commencing delivery in 2010. There is a strategic plan and business profile in place with goals and objectives reviewed annually and changes made to achieve a successful learning environment. The directors have wide networks in education and business. The directors have drawn from this collective expertise to form an advisory board, attributing to this membership the strengthened strategic decision-making across all areas including education, industry and employers. The directors belong to both national and local education support organisations and are instrumental in the success of the local network of education providers.

Changes implemented since 2010 include improving the learning environment, implementing staff and programme changes, strengthening quality assurance practice and improving pastoral care. The directors have implemented the Workwell programme designed to empower staff to determine areas of well-being to improve the workplace environment. These interventions, along with others reported earlier, have resulted in significant improvements in educational achievement.

PCTI was approved to assess against the National Certificate in Employment Skills for 2013, which will add programme value as students can complete a qualification.

A strength of the organisation is the peer review initiative that it has implemented with a very large training institute, which gives PCTI the opportunity to observe and share best practice. Along with the recruitment of a quality assurance advisor, this initiative is assisting PCTI to strengthen its self-assessment practices.

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: Foundation programmes

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

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

Recommendations

NZQA recommends that Bay of Plenty Technical Institute Limited trading as Pacific Coast Technical Institute:

- Implement a process to gain feedback from the destination points of graduates, such as employers or higher-level training institutes, to gauge the value of the training and provide input into the programme content.
- Monitor the outcomes of changes made to enhance self- assessment.

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/>

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz