



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

# Report of External Evaluation and Review

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

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 24 April 2017

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	7
3. Conduct of external evaluation and review.....	7
Summary of Results .....	8
Findings .....	10
Recommendations .....	20
Appendix .....	21

MoE Number: 7921  
NZQA Reference: C24308  
Date of EER visit: 1 and 2 February 2017

# 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) and Food and Produce
Type:	Private training establishment (PTE)
First registered:	30 October 2009
Location:	81 Hull Road, Mount Maunganui, Tauranga
Delivery sites:	81 Hull Road, Mount Maunganui, Tauranga 7921-2, 12 York Avenue, Mount Maunganui, Tauranga  A temporary delivery site in Waihi was approved for 2016, ending on 9 December 2016.
Courses currently delivered:	PCTI has the following approved courses and programmes: <ul style="list-style-type: none"><li>• Certificate in Employment Skills (Level 1)</li><li>• National Certificate in Computing (Level 2)</li><li>• Vocational Pathways (NCEA<sup>1</sup>) levels 1 and 2</li></ul> PCTI has agreements with industry training organisations and industry partners in the following vocational industry areas: <ul style="list-style-type: none"><li>• Primary Industry Training Organisation</li></ul>

---

<sup>1</sup> National Certificate in Educational Achievement

(horticulture and agriculture)

- Competenz - manufacturing (food manufacturing, baking, logistics and distribution)
- Service IQ - services (retail and hospitality)

Pathways and progressions include

- Alternative Education to NCEA level 1 and National Certificate in Employment Skills (Level 1)
- Youth Guarantee to Certificate in Employment Skills and NCEA level 1 and level 2
- Vocational Pathways to NCEA level 2 and level 3
- Adult and Community Education courses

Code of Practice signatory: Not applicable

Number of students: Domestic: numbers fluctuate with frequent intakes – approximate numbers are Vocational Pathways/Youth Guarantee – 25; baking apprentices level 4 – 76

International: not applicable

Number of staff: 11 full-time, five part-time

Scope of active accreditation: Refer <http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=792114001>

Distinctive characteristics: PCTI provides industry-related training programmes throughout New Zealand in the key areas of general primary industry, horticulture, agriculture, distribution, food manufacturing, retail and hospitality. This training is customised to meet school, industry and business requirements.

PCTI has a provider agreement with the industry training organisation, Competenz, to train and support baking apprentices in the workplace. These apprentices are all working in bakeries and attend workshops or one-to-one training determined by need.

Foundation-level training and education is provided to facilitate learner pathways through engagement with tertiary transition initiatives,

secondary-tertiary partnerships, and services working with at-risk youth. Alternative Education services are provided under the Bay Pathways brand.

A wide range of industry partners, local and regional businesses and community organisations contract PCTI to provide customised training.

It is difficult to measure the participation of priority learner groups, Māori and Pasifika, in these initiatives because the students in Vocational Pathways are enrolled with their school, and apprentices are enrolled with their industry training organisation, with PCTI providing some of their education and training. Fifty-eight per cent of students enrolled in Youth Guarantee-funded programmes are Māori and 17 per cent are Pasifika.

Recent significant changes: PCTI purchased Plant and Food Research PTE in 2015, and merged the two organisations in 2016. The PTE works closely with Plant and Food Research at Lincoln University to access recent research.

In 2016, PCTI delivered vocational training in Waihi in collaboration with another PTE based in Thames.

PCTI ceased delivering MSD<sup>2</sup> preparation for work programmes in 2016.

Previous quality assurance history: At the previous external evaluation and review (EER) in 2013, NZQA was Confident in the educational performance and Confident in the capability in self-assessment of PCTI.

At the previous EER of Plant and Food Research in 2015, NZQA was Highly Confident in the educational performance and Highly Confident in the capability in self-assessment of the PTE.

External moderation reports by Competenz are positive. Three unit standards moderated by Primary ITO required resubmission and have now

---

<sup>2</sup> Ministry of Social Development

met requirements.

Other:

Professional affiliations: PCTI directors have associations with a range of business networks collaborating to support local industry growth including:

*Education*

- Independent Tertiary Education New Zealand membership
- Bay of Plenty Tertiary Intentions Strategy – governance group  
<http://www.bopti.co.nz/about/leadership-group/>
- WBOP<sup>3</sup> Tertiary Providers Forum – secretary
- Hauraki Tertiary Providers Forum
- Eastern BOP Tertiary Providers Forum
- Waikato Secondary Schools – Tainui Primary Industries Initiative

*Industry*

- Members of Chamber of Commerce and Priority One<sup>4</sup>
- Members of BIANZ (Baking Industry Association of New Zealand)
- New Zealand Young Fruit grower of the Year – governance group
- Food and Beverage Processing Targeted Review of Qualifications, governance group
- New Zealand Food and Beverage Industry advisory group
- Member of The Food and Grocery Council
- In-Step, BOP business leader’s strategy group – representing WBOP tertiary providers

New Zealand Institute of Directors – both directors of PCTI are members.

---

<sup>3</sup> Western Bay of Plenty

<sup>4</sup> Priority One is the Western Bay of Plenty region’s economic development organisation.

## 2. Scope of external evaluation and review

Following discussion with the directors and senior manager, the agreed scope of this EER included the following focus areas:

- Vocational Pathways – representing the secondary-tertiary partnerships and foundation programmes leading to achievement of NCEA level 1 and level 2. This is a significant growth area of delivery for PCTI and involves school students and Youth Guarantee students referred from secondary schools and other youth organisations within the region and across New Zealand. PCTI has been delivering training in this area since 2011. Training began with one school, with small annual increases to 11 in 2015 and 26 in 2016, when 32 short courses were delivered to 724 students (some students have participated in more than one course).
- Baking apprentices at level 4 – selected as a training programme from the recently acquired PTE and because of the significant relationship with industry training organisation Competenz. This is a different model of training delivery, providing customised training to meet each individuals' needs and their individual training plan. The apprentices are working in bakeries across New Zealand.

## 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.*

Self-assessment documents were provided to NZQA prior to the scoping visit. The lead evaluator met with the directors and senior manager in person to discuss expectations for the EER process, including details of the on-site visit and report outcomes. Additional information was provided to PCTI on changes since the last EER, including the new key evaluation questions and draft indicators for the compliance key evaluation question (1.6).

The evaluation team comprised two evaluators. The on-site visit was conducted over two days at the delivery site in Mount Maunganui, Tauranga. The evaluation team interviewed management, teaching staff and one current apprentice. Telephone interviews were conducted with the academic advisor, employers, graduates, stakeholders and secondary school contacts. A range of documents were reviewed to clarify and verify conversations and points raised during the discussions.

# Summary of Results

## Statement of confidence on educational performance

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

There is strong and consistent evidence of high-quality outcomes that meet the individual goals of students and apprentices at PCTI through a range of applied approaches to delivery aligned to specific learning pathways. The authentic learning environments have a strong vocational orientation that enable students to acquire skills and knowledge to enhance their work-readiness. The vision and philosophy – designed to create a culture where students can achieve their goals and aspirations, and training is accessible and relevant to meet the needs of businesses – are a key strength of the organisation.

Stakeholder needs are well understood. PCTI uses a range of initiatives to engage with industry, schools, businesses and other organisations to explore how PCTI can meet their needs. In the Vocational Pathways programme, the review of the specific needs of each school in the annual memorandum of understanding and associated risk assessment clearly demonstrates the tailored approach. Other approaches to delivery that are highly valued by students and employers include workplace demonstrations and training sessions in bakeries, use of the mobile coffee cart at events or schools – complementing the on-site café – and all-terrain vehicle training.

PCTI is a people-centred organisation. The focus on flexibility and responsiveness in its interactions with community and business has strengthened relationships, collaborations and partnerships. This has led to an increasing number of opportunities to develop customised training to meet specific workplace or business needs and to promote beneficial outcomes for learners and stakeholders. The directors are involved with a number of regional initiatives including annual competitions and sponsorships such as Young Fruit Grower of the Year and Young Baker of the Year.

The overall experience at PCTI is highly valued by the students, schools, businesses and local community. Key indicators of quality include developing work-ready skills, completing and achieving qualifications for the foundation learners, producing highly qualified bakers, Youth Guarantee and secondary students completing NCEA, and progressing to employment and further study. PCTI clearly understands the challenges of its business: the complexity of different delivery models to meet the needs of each group and individual, keeping track of performance, and having a clear focus on individual learner progress and achievement across these models. Staff at all levels of the organisation are readily accessible to students and work collaboratively to ensure that student goals are achieved. Open, two-way communication is evident in the way the organisation

interacts internally – staff are involved in planning and review sessions to strengthen the outcomes at PCTI.

The organisation is effectively led and managed by directors and management with complementary strengths and capabilities. There is a strong commitment to the organisational strategy and direction to be ‘respected and recognised as a quality provider of solutions in education, training and information in the Bay of Plenty’.<sup>5</sup> Planning and strategic decision-making with a good balance of continuity and innovation are supported by comprehensive reporting systems to monitor and evaluate organisational effectiveness in a constantly changing training environment.

## Statement of confidence on capability in self-assessment

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

Self-assessment is purposeful and systematic and operates as a continuous cycle of improvement. There is a strong focus on providing quality training that meets the needs of students, employers, businesses, schools and other partners. Innovation and ideas are encouraged from staff and stakeholders to support high-quality performance.

PCTI understands how well it is performing through the use of multiple self-assessment strategies appropriate to the different training programmes. For example, staff meet regularly to reflect on individual progress, delivery strategies, and how well their programmes are performing. Feedback is sought from schools both formally and informally, and annual reviews are completed for each training initiative. Ongoing regular engagement with key contacts in schools and workplaces also provides opportunities for feedback. A transparent and authentic recording system tracks the progress of quality improvements and evaluates the effectiveness of the changes.

Individual learner achievement is well understood and monitored within each of the different delivery models including the priority learner groups. There is an opportunity to strengthen organisational-level understanding of learner achievement to enable further comparison and benchmarking across the complexity of differently performing areas and priority groups.

---

<sup>5</sup> *Regenerating industry training in the Bay*, Pacific Coast Technical Institute Draft Business Plan 2017-2020.

# Findings<sup>6</sup>

## 1.1 How well do students 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 has multiple delivery initiatives across its training programmes, each with its own measure of achievement. There is strong evidence of good outcomes for students in the varied training programmes.

In the Vocational Pathways programmes, achievement is measured by the number of credits achieved. Across 25 schools in 2016, PCTI achieved an 86 per cent credit achievement rate. Seventeen of the participating schools achieved 95 per cent or higher. Data analysis identifies where an individual school needs assistance to ensure the memorandum of understanding is accurately negotiated. For example, following a result of 57 per cent for one school, additional support has been provided to target appropriate credits for students from that secondary school in 2017. An analysis of lowest achievement credits for Vocational Pathways programmes in schools (for training on all-terrain vehicles) has highlighted a school resourcing issue – agreed levels of access to essential equipment is not always available through the school to enable learners to build competency prior to assessment of their unit standards. PCTI has a very strong review process to identify areas where improvements can be made, and these are followed through in the annual memorandum of understanding process with each school.

Overall achievement for the level 4 baking qualification is strong. Qualification completions<sup>7</sup> and credit achievement<sup>8</sup> are the two key measures of achievement used by PCTI to monitor progress as part of the training agreement with Competenz. Qualification completions have improved from 71 per cent in 2015 to 76 per cent in 2016. Credit achievement is at 75 per cent in 2016 which will provide a benchmark for future years – 2016 is the first year this has been measured. Retention has improved from 71 per cent in 2015 to 75 per cent in 2016. In 2016, out of 76 apprentices (all levels), only four were Māori and none were Pasifika – this is representative of the baking industry workforce. Māori students achieve at the same rates as non-Māori in all levels of the baking programme.

---

<sup>6</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>7</sup> Qualification completions relate to the number of trainees who complete their qualification in the year they are expected to complete.

<sup>8</sup> Credit achievement is credits achieved compared with credits expected. Competenz expects trainees to complete 70 credits per year.

Course and qualification completions for Youth Guarantee students are strong at PCTI. Provisional achievement data for 2016 indicates course completion at 58 per cent and qualification completion at 63 per cent. Student outcomes are clearly understood and robust processes are used to monitor progress. Of the 33 students, 19 (58 per cent) were Māori, with 14 (42 per cent) were New Zealand European. In 2015 approximately 90 per cent of the Youth Guarantee students were 17 years or under and studying at level 1. Some of these students had come via the Alternative Education pathway. The course completion rate at level 1 in 2015 was 62 per cent. The TEC recognises that PCTI is performing above the national average in this area.

Māori achievement overall compares well with the TEC targets for Youth Guarantee programmes, especially in course completions and further training. PCTI introduced a bicultural element in 2016 to better fit the programme to young people. There is evidence that learners are making gains in their literacy, numeracy and learning skills through the implementation of the Feuerstein<sup>9</sup> model of student support.

Student evaluations indicate that the Youth Guarantee programme has enabled students to develop and enhance personal skills to help meet their goals. Evidence includes comments such as: 'PCTI is a good place if you really want to help yourself forward with school'; 'being in YG has made me feel prepared and confident'; and, 'the tutor was awesome. Always supporting me and teaching me how to learn'.

PCTI is beginning to analyse successful outcomes for priority learner groups based on equity. There are a number of Māori youth in training programmes who are performing at the same level as non-Māori. With the complexities of the different delivery initiatives, the challenge for PCTI is to find ways to understand overall student achievement to strengthen their self-assessment of student achievement at organisational level. Potentially there is value in finding more benchmarking points of reference to show evidence of levels of achievement.

---

<sup>9</sup> The Feuerstein method teaches systematic thinking and learning skills.  
<http://www.nzfeuerstein.org/>

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

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**.

PCTI is recognised as a provider of industry-relevant, accessible and flexible programmes based on the training needs of students, schools and industries in the region. Schools, businesses and individuals are able to access the training they want when they want it, using the delivery mode that best suits the training and the customer.

Pathways and progressions are clearly detailed so that students can access the most relevant training programme to match their study and career goals. A number of Alternative Education students transition to the Youth Guarantee programmes to complete NCEA. There is good evidence of the value and relevance of the Vocational Pathways programme. The number of schools involved increased from seven in 2014, to 11 in 2015 and 29 in 2016. This is a strong growth area for PCTI. Schools involved are located across New Zealand, and the identified courses are aligned with the requirements of relevant industry training organisations. Students are gaining credits in relevant sectors to contribute to completion of their NCEA level 2 with a Vocational Pathways endorsement which supports employment and further study.

Schools highly value the quality and responsiveness of the PCTI approach to the establishment of an annual memorandum of understanding, which is customised to meet the credit requirements of each school and its student group. Students can choose courses that meet their career and study aspirations such as barista work, agriculture and horticulture. Evidence of the success of this model is in the range of courses offered by PCTI. These have increased from 18 in 2014, to 21 in 2015 and 31 in 2016 – all with very high success rates. There are a number of opportunities for students in these courses to develop practical skills in authentic workplace experiences including the mobile coffee cart and barbecues at events such as the Aims Games<sup>10</sup>, and waiting tables for the annual variety charity dinner. Feedback from student evaluations and school reports is highly positive, with one school indicating that achievement in this programme had changed the students' lives as they had never experienced academic success previously.

The in-work model for training and supporting the baking apprentices is highly valued by both the employers and the students. Employers interviewed by the evaluators stated that PCTI is their provider of choice. PCTI is recognised as having highly experienced staff who are passionate about having qualified bakers in the New Zealand workforce who add value through sharing advice and knowledge in the workplace. The career opportunities for qualified bakers

---

<sup>10</sup> Association of Intermediate and Middle Schools, an annual sporting event held in Tauranga.

nationally and internationally are used to motivate career choices. A second-year student interviewed confidently outlined her career pathway from completing the qualification to travelling to Europe to see different baking styles and to America to get cake decorating skills; then returning to New Zealand to start her own business.

The organisation has made significant growth due to its strong people focus in its extensive business networks and educational partnerships to ensure that key stakeholders are getting the trained staff they need. Regular reviews of training needs and responsiveness to businesses and schools have led to repeat business, strong retention levels and the expansion of training delivery opportunities, including the applied and unique learning environment. A company recently engaged PCTI in specialised training for all staff, and a course book was tailored to the needs of that company, incorporating the most recent research. The partnership between PCTI and Plant and Food Research provides access to the latest research to inform specialised training. There is reciprocal value in this partnership. Plant and Food values the technology transfer resulting from the research outcomes being used in the training. Industry knows that PCTI training programmes are current, based on latest research and informing future trends in industry.

There is good evidence that PCTI is meeting the expectations nationally and regionally of several important stakeholders:

- the TEC (being awarded additional competitive funding and increasing numbers in Youth Guarantee programmes)
- NZQA (supporting collaboration with another PTE to deliver youth programmes in Waihi)
- secondary schools (customised Vocational Pathways programmes and Alternative Education)
- industry training organisations (one of six providers delivering training to baking apprentices across New Zealand) and a range of local and regional businesses.

Strongly positive outcomes from surveys, reports and evaluations from students, employers, schools and businesses demonstrate high levels of satisfaction with the value and relevance of the training programmes.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant 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 **Excellent**.

PCTI has a strong reputation for delivering high-quality, client-focused, industry-relevant training programmes to meet the needs of individuals and groups. Courses are tailored to meet these needs with flexible delivery strategies adjusted as necessary to maximise student engagement with learning. Experienced tutors create authentic and innovative environments relevant to the learning context to prepare students for the workplace and to meet career goals. There is a high level of satisfaction in feedback from student, schools, employers and industry. PCTI is proactive in seeking feedback and is responsive to suggested improvements.

Regular and extensive contact with industry and secondary-tertiary networks, within the region and nationally, provides PCTI with feedback on the programmes, and industry and school requirements. Formal and informal feedback is systematically gathered through conversations, school reports, feedback forms and student surveys, and analysed to identify areas for review and improvement. For example, it was determined that some learning materials used in the baking programme were not as engaging as they could be. A video resource was developed and the organisation is working to make more material available online.

Significant growth in the number of participating schools and the number of students in the Vocational Pathways programme is a result of the strong focus on the annual negotiation of the memorandum of understanding and associated risk assessments. This is developed collaboratively with key staff in schools to ensure that provision, specific requirements, resources and responsibilities for the training meet the needs of the students, the school and PCTI. The success of this programme is evident in the high level of credit achievement and feedback from schools that their requirements are listened to, understood and met. Feedback to the evaluators from one school confirmed that PCTI prepared materials in time for the school's risk assessment process to be completed prior to delivery, and that the training was customised for that the school's particular learner group. Further validation of the high quality of training and the flexible and tailored approach is contained in referrals from participating schools and the Ministry of Education to other schools.

The training is effective and characterised by tutors and staff with relevant industry backgrounds who are committed and passionate about the training and highly regarded by employers and the students. Reflection and review are embedded in operational activities and formalised at regular staff meetings and staff conferences which are strongly collegial and collaborative, contributing to the culture of continuous improvement focused on achieving learner outcomes. The organisation uses a senior tutor to coach other staff and undertake pre- and post-moderation

internally. There is strong engagement with the relevant standard-setting bodies to provide training opportunities aligned with changes to industry requirements. With the imminent delivery of programmes at levels 3 and 4, there is a need to strengthen assessment and moderation practice to meet the consistency requirements at these levels. Training while in employment, being well supported and inspired by very approachable and responsive PCTI staff, and the improving quality of the course materials are valued outcomes for the students.

Training programmes are regularly reviewed and updated across all delivery initiatives. Reviews are KEQ<sup>11</sup> based, strongly reflective and improvement focused. Improvements are tracked through quality improvement and change logs. A conscious effort is being made to bring more bicultural references into the classroom delivery and to make content appropriate to the context. PCTI directors are fully involved in the NZQA Mandatory Review of Qualifications. Improvements to delivery include moving to some online learning strategies – including video clips – to create more interactive and engaging training.

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

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**.

The PCTI learning environment caters for a range of models of learning for different groups of students, all with individual goals and aspirations. Consistent strategies for support and engagement are evident across all training programmes:

- Conducting applied learning with specialist tutors to engage students in real contexts such as barista training in the café on site, and with the mobile coffee cart at other venues; transporting all-terrain farm vehicles to venues for training; and conducting workshops and block courses in working bakeries.
- Individual learning plans are used to identify each student's goals for their training, and to measure progress and achievement. Improvement to the plans has made progress more visible and transparent, with a positive impact on student achievement. Staff motivate and inspire students to achieve within a culture of respect and encouragement, and student achievement is recognised and celebrated.
- A strong team approach to supporting students is a key feature of the safe and inclusive learning environment at PCTI. Schools work closely with PCTI to ensure appropriate guidance and support is provided. School teachers attend training sessions when this is deemed necessary to provide appropriate

---

<sup>11</sup> Key evaluation questions

guidance and support for individual students, for example Kingslea School (Child, Youth and Family) and Northern Health School (for sick or injured students unable to attend regular schools). A risk assessment is completed as part of the annual memorandum of understanding process with secondary schools to ensure that the responsibilities of each party are clear and transparent and to address any health and safety issues in the proposed training.

- Support is available to meet student needs on many levels. Successful strategies include 'open door' which gives students ready access to management, and strong relationships built in the learning environment between tutor and student.

Effective and comprehensive attendance recording systems quickly capture emerging student issues. PCTI strongly believes in the direct relationship between attendance and success and monitors attendance daily. An analysis of achievement and its link to attendance resulted in PCTI providing transport (bus and minivan) to ensure that students can attend.

Students with specific learning needs receive one-to-one learning support through strategies including the Feuerstein method and flexible options for assessment. Numeracy and literacy gains are monitored and some students are achieving improved outcomes attributed to the additional support provided through the Feuerstein approach. A senior tutor is trained in this approach and shares these strategies with other staff.

Both formal and informal feedback from students indicates high levels of satisfaction with each of the delivery models. Regular feedback enables PCTI to address any student concerns quickly and appropriately. Tutors are in regular contact with students in the workplace through phone calls and visits – this is highly valued by the apprentices and their employers. Students comment that they are acquiring skills and knowledge they never thought they would, and that they get help from PCTI whenever they have a query or problem.

### 1.5 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 **Excellent**.

There is good evidence that PCTI has a strong strategic and planning focus on being people-centred and responsive to the needs of industry and other stakeholders. This is strongly motivated by a clearly articulated vision to assist students to become economically productive members of the community and enhancing their life choices.

Significant changes to the structure of the organisation have been well managed. New staff with appropriate knowledge and skills and who understand the culture of the organisation have been engaged to ensure the right people are in the right jobs. Succession planning and recognition of the key support necessary to meet growing demands are being addressed with strategic appointments at management level. The recent appointment of an external advisor to an academic role to meet the increasing workload in programme approvals, and data systems to support analysis of performance, are examples of this strategy. PCTI's overall strategic approach and sector analysis is currently being drafted into the business plan 2017-2020. The need to balance continuity with innovation and growth is well understood.

The organisation is led by highly effective directors working to their strengths – one in operational leadership, management and systems, and one in stakeholder engagement and business development. The inclusive working environment is characterised by an open-door approach which permeates all levels of the organisation. The directors have external business and academic advisors who provide additional perspectives on strategy and direction. An end-of-year advisory meeting is used to support decisions on future directions. The directors are constantly scanning the horizon for trends and opportunities to build effective partnerships to anticipate and respond to the training needs of the region. There is good evidence of PCTI's strong participation in a range of regional initiatives to strengthen employment, and educational trends in the region such as Priority One and tertiary provider groups.<sup>12</sup>

There is good evidence of ongoing communication with staff which is inclusive and two-way. Staff value being part of a team that works together to provide effective, relevant training programmes. Regular staff meetings provide opportunities for sharing of ideas, discussing student progress and finding solutions to challenges. Professional development is well supported. Regular, positive performance review is valued by staff and informs improvements in performance at individual and organisational levels. Staff conferences provide a mix of reflective practice, new knowledge to increase skills and capabilities, and team-specific direction. Staff are encouraged to have new ideas and engage in discussions about future opportunities and initiatives.

Overall, the organisation has effective and authentic self-assessment embedded across the diverse range of activities. Reviews are undertaken programme by programme; feedback is sought from a range of stakeholders and used purposefully. This comprehensive quality improvement approach is underpinned by effective systems to record and evaluate progress and improvement and measure effectiveness. There may be an opportunity to take the advisory model to the next level through external review of self-assessment practice across the organisation to evaluate its effectiveness.

---

<sup>12</sup> Refer Introduction to this report.

## 1.6 How effectively are important compliance accountabilities managed?

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**.

The directors, management and staff are actively involved in ensuring that PCTI manages its compliance accountabilities and responsibilities effectively. There is good evidence that:

- Policies and procedures are in place to identify key areas of compliance with ongoing systems to review operational processes to identify any gaps or weaknesses. Changes to legislation are tracked through a register of policy reviews to monitor currency and impact on the organisation.
- Strong systems are used to understand what is needed to meet TEC and NZQA requirements. Comprehensive documentation and records provide evidence that PTE requirements are met in a timely manner with no risks or issues identified by NZQA.
- There is a high awareness of the risks associated with not meeting contractual requirements regarding programme delivery hours, consent to assess approvals, and in the approval of training programmes. Risks with programmes are identified and plans put in place to address resourcing, health and safety and other issues.

The directors have strong engagement with local tertiary providers' networks and take a lead in the community forum to understand and share any new legislation and its impact on tertiary education organisations. Both directors are highly engaged with government agencies including the TEC, NZQA and the Ministry of Education to meet financial and qualification requirements.

In arriving at its findings on this question, the evaluation team reviewed minutes of meetings, action plans, register of policy reviews, quality improvement log, reports and other relevant documentation.

## Focus Areas

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

### 2.1 Focus area: Vocational Pathways

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

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

### 2.2 Focus area: Baking level 4 apprenticeships

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

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

# Recommendations

NZQA recommends that PCTI:

- Strengthen its understanding and evaluation of learner performance at organisational level to enable greater clarity across the complexities of differently performing areas and priority groups. Potentially there is value in finding more benchmarking points of reference to provide evidence of levels of student achievement.
- Strengthen assessment and moderation practice to meet the needs of the national consistency requirements for the proposed delivery of level 3 and 4 programmes

# 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 NZQF 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](http://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](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)