

# Report of External Evaluation and Review

VisionWest Community Trust

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 29 August 2012

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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:	VisionWest Community Trust (VisionWest)
Location:	Glendale Road, Glen Eden, Auckland
Type:	Vision West is a charitable trust associated with the Glen Eden Baptist Church
First registered:	April 2010
Number of students:	Domestic: 229 per annum; currently 54. Approximately 50 per cent of students are of Māori or Pasifika descent, with 63 per cent of the present student cohort being male.  International: nil
Number of staff:	12 full-time staff  Two part-time staff
Scope of active accreditation:	<ul style="list-style-type: none"><li>• Alternative Education</li><li>• Intensive Literacy and Numeracy</li><li>• Youth Guarantee (Youth)</li><li>• Training for Work</li><li>• National Certificate In Adult Literacy Education (Vocational/Workplace) (NCALE)</li></ul>
Sites:	One site as above
Distinctive characteristics:	VisionWest has been offering community-based services to people in West Auckland since the 1980s. The trust was formally incorporated as the

Friendship Centre Trust in 1988 in response to a growing desire of the Glen Eden Baptist Church to help those in need in the local community. The trust started out small with a drop-in centre at the Glen Eden Train Station to provide a place where friendships could be formed. The trust responded to the needs present in the community and grew to be one of the largest community-based trusts in West Auckland.

The prime purpose of the training arm, VisionWest Training Centre, is to provide quality education and training within a Christian context. VisionWest provides programmes funded by the Tertiary Education Commission (TEC) and the Ministry of Social Development (MSD), which include Alternative Education, Youth Training (replaced from 2012 by Youth Guarantee), and Training For Work courses.

The Alternative Education, Youth, and Training For Work learners have low or no school qualifications and many are disengaged from education. MSD learners are identified as medium-to-high risk on referral. VisionWest offers a range of training opportunities for these learners, including foundation skills, horticulture, landscaping, employment skills, and NCEA levels 1 and 2.

Other courses help learners to gain unit standards and achievement standards on the New Zealand Qualifications Framework (NZQF) and the skills needed for employment. VisionWest also offers the National Certificate in Adult Literacy Education (Vocational/Workplace) (Level 5) (NCALE), a programme offered via distance learning. All these courses are unit standards-based.

Recent significant changes: VisionWest Training Centre was formerly the Genesis Training Centre/Trust until the beginning of 2010. In 2010 there was a merging of two Trusts (the Friendship Centre Trust and Genesis Training Trust) and with that a name change to VisionWest Community Trust, incorporating a training arm, VisionWest Training Centre. Following an organisational review, some changes were made: new office arrangements and building uses for some activities; course changes in the

training centre; a reduction in the number of direct reports to the chief executive officer.

A new general manager was appointed to the training centre in January 2011, and with the resignation of the student services coordinator and the contracted NCALE tutor, a new role of student services coordinator and tutor of NCALE was established for 2012.

Previous quality assurance history:

No NZQA quality assurance has previously been undertaken of VisionWest Training Centre as it was formerly the Genesis Training Centre/Trust.

The Genesis Training Centre audit report dated December 2009 noted that Genesis substantially met all but two requirements of the then standard, the two unmet requirements relating to courses and assessments. The main reason for these not being met was that new policies and procedures needed to be developed as a result of changes within the organisation, and at the time of the audit the changes to the system were not complete.

The 2011 NZQA external moderation report for VisionWest showed that modifications were required to three of the six assessments and four of the assessment decisions reported. NZQA also noted that VisionWest had reported results for NZQA-managed standards that were not listed on the 2011 assessment plan.

## 2. Scope of external evaluation and review

The agreed scope of the external evaluation and review (EER) of VisionWest Community Trust included the following mandatory focus area:

- Governance, management, and strategy.

The two other focus areas were:

- Youth Guarantee programme

This focus area was chosen as it is a 40-week programme for youth aged 16-17 years, with the outcomes being sustained occupancy and positive outcomes to further training or employment. The Youth Guarantee programme replaced Youth Training from 2012.

- National Certificate in Adult Literacy Education (Vocational/Workplace) (NCALE)

This focus area was chosen as it is significantly different from the other offered and is a distance learning programme.

Alternative Education and Training For Work were not chosen as the Youth Training programme has learners who pathway from Alternative Education to Training For Work programmes.

### 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.*

The EER took place over two days with a team of one external lead evaluator and a team evaluator.

In advance of the EER, VisionWest supplied the evaluation team with details of VisionWest's programmes and student body along with organisation charts outlining how the training centre fits within the trust as a whole.

At the commencement of the EER, the evaluation team was shown a short presentation of the organisation's vision and the work undertaken at VisionWest.

The evaluation team met with three members of the VisionWest Board, the chief executive officer, the academic manager of the training centre, administration and teaching staff, and current students and those students who had chosen to pathway within VisionWest to further study. Phone calls were made to a number of relevant community stakeholders. The evaluation team reviewed a sample of the organisation's documentation to confirm and validate the evidence discussed with the personnel above and took a short tour of the facilities. Further phone calls were made on the days following the EER to NCALE past and present students.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **VisionWest Community Trust**.

VisionWest's educational objectives include providing quality education and training leading towards the achievement of courses and pathways to further education.

VisionWest met the TEC minimum requirements for the Youth Training programme in 2011 for credit outcomes and consistently met occupancy targets, with 89 per cent occupancy rates. For NCALE, VisionWest met the required targets in 2011, with 75 per cent of students gaining the national qualification.

VisionWest has a committed Board, strong leadership, and an effective management team with clear purpose and direction. The chief executive officer and management team are proactive and strategic, with the ability to respond effectively to meet the demands of funders, learners, staff, and industry. Course content is reviewed and updated regularly. Priorities for the Board and management are determined as a result of careful analysis of requirements to meet the vision and mission of VisionWest and to work in collaboration with various funding agencies.

Programmes are developed in close consultation with the community and stakeholders. VisionWest works collaboratively with the TEC, MSD, and community groups and maintains a positive relationship with regional MSD offices. Courses are structured around the requirements of the TEC and MSD, the achievement and progression of young people in education, opportunities for the unemployed, and training for those teachers wishing to upskill in their knowledge around literacy and numeracy for adult learners.

The management team and teaching staff are appropriately qualified and experienced for their roles, with five staff completing the NCALE qualification in 2011. Performance appraisals take place annually and staff have the opportunity to undertake in-house and external professional development.

A supportive 'family' atmosphere was evident during the visit. The complementary skills of management and staff ensure a concentration of effort and resources where required. This was also apparent to the evaluation team during interviews with staff, where staff expressed their high regard for each other's skills as well as their high expectations for student engagement, support, and achievement.

VisionWest has good resources with modern classrooms, a well-resourced literacy room, horticulture workshops, a working garden, and a dedicated computer room.

Students confirmed that they are pleased with the teachers, their learning, and the resources available to them. They enjoy the variety in the teaching delivery methods and the commitment of the teachers to ensure they understand and are

learning. They emphasised the valuable guidance and support and pastoral care they received from qualified teachers and were eager to outline the improvements they had made in their self-worth and their gain in confidence. They noted that there were excellent support systems in place for their learning and well-being. Students were provided with individual learning plans and wrote their own regular progress reports on their achievement in their plans. The groups of students interviewed confirmed a clear direction and commitment to learning and a strong focus on either gaining credits and/or employment.

## Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **VisionWest Community Trust**.

Good discussion and analysis has been carried out on the needs of students and the surrounding community. An example of this is the change to be made to the Youth programme where the current horticulture course is being dropped in favour of a hospitality programme. Feedback from students noted a lack of interest in horticulture due mainly to the ages of the students. Feedback from students and the community has outlined the need for a hospitality programme where students can learn transferrable skills.

VisionWest is investigating the purchase or development of a new database that can be used by all the services of the trust, giving access to generic client details and making cross-service referrals more streamlined. In the meantime, the current database fulfils its role in providing a tracker for ongoing improvements to capture student attendance, and to measure and analyse progress and gather feedback.

Staff and management interviewed at this evaluation and documents reviewed showed commitment to current self-assessment practices and acknowledged the need to build capability in self-assessment analysis with regard to student course and tutor evaluations, and moderation practices and outcomes. For example, a further review needs to be completed of the outcomes following analysis of the unsatisfactory external moderation results for the NCALE unit standards.

Processes to critically analyse contributing factors to student achievement and other quality improvements are being developed or are in the early stages of implementation at VisionWest. For example, analysis of the course evaluations currently being processed for the Youth programme and the course and tutor evaluations yet to be implemented for the NCALE programme will give VisionWest a good understanding of the required amendments and updates needed to the programmes to ensure consistently good outcomes and completions.



# Findings<sup>1</sup>

## 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 **Adequate**

Programmes offered as part of Youth Training in 2011 were required to be vocationally focused, with clear pathways into higher levels of training. A minimum of 60 per cent of learners were required to progress on to further training, education, or employment within two months of leaving the programme; the average level of achievement per learner had to be at least 20 credits; and an average occupancy level of at least 75 per cent over the duration of the programme was to be achieved.

VisionWest met the above TEC minimum requirements for the Youth Training programme in 2011 for credit outcomes and consistently met occupancy targets, with 89 per cent occupancy rates. In 2011, Youth Training students completed a 40-week programme, with the average number of credits gained per student for the year being 71. Level 1 NCEA was gained by 17 of 19 students. Youth Training merged with the new Youth Guarantee fund in January 2012, and learners are now required to complete a minimum of 40 credits during their study.

Many young students who are disengaged from education obtain their first credits and qualifications at VisionWest. As a result of thorough processes during enrolment, which include staff ensuring that unit standards achieved elsewhere are included in the learner's individual learning plan, many learners are completing national qualifications.

Youth students gain a good balance of academic and personal pathways. This was evidenced by students who had gained credits towards NCEA, had found a subject they enjoyed and were good at, and had been offered work experience in that field. Students gain credits towards a qualification and gain confidence in themselves and their ability to learn. All the students interviewed on the Youth programme noted a lift in their self-esteem and self-management.

The NCALE programme is offered via distance learning to those working in the field. This qualification is intended to raise the skills of the adult educator in order to develop the literacy and numeracy skills of learners within the context of a training/education programme. The programme is particularly relevant for existing practitioners who deliver programmes and who are recognised as adult educators in their own field. NCALE students are encouraged to use past learning to gain

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

recognition of prior learning for some of the credits available. VisionWest met TEC targets in 2011, with 75 per cent of students gaining the national qualification. Two further students completed their studies after the allocated timeframe with ongoing support from the VisionWest tutor. This has resulted in an overall pass rate of 81 per cent for 2011.

Credit tracking spreadsheets are used to monitor individual and group progress throughout the Youth programme and individual adjustments are made accordingly.

Analysis of the recent course evaluations currently being processed for the Youth programme is still to be completed and VisionWest has yet to implement this, and to analyse course and tutor evaluations for the NCALE distance programme for the current students. Once these are completed, VisionWest will have the analysed data to build a better understanding of the required amendments and updates needed for the programmes to ensure consistently good outcomes and completions.

## 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 **Adequate**.

VisionWest offers programmes aligned to increasing the number of young people moving successfully from secondary school into tertiary education, providing training for people with little or no vocational skills, improving their literacy and numeracy skills, and helping them to achieve sustainable employment.

Students on the Alternative Education and Youth programmes acknowledged the value of their training and the value of attending class, being on time, gaining skills, achieving credits and qualifications, and improving their literacy and numeracy skills. For some students this is the first time they have achieved or gained any credits. They outlined the useful tools gained to prepare them for employment, including the work ethic skills of time management, attendance, communication, and good work attitudes. These aspects were also reiterated by their tutors.

The NCALE programme is a national qualification and is offered to add value to those teachers wishing to understand various aspects of adult literacy and numeracy in New Zealand. Students who had completed the NCALE programme noted that they now had a more comprehensive knowledge of how they were able to influence the quality of the literacy and numeracy content of their teaching and that this was having a positive effect on learning in the classroom.

Student successfully gaining a job or being accepted onto further training indicates the value of the outcomes to the student and other stakeholders. Many students pathway from the Alternative Education classes to the Youth programme and progress to further study and/or employment. Examples of this pathway to further

study were given by two students who had begun their study with VisionWest in the Alternative Education classes and who were now achieving well on the Youth programme. However, no formal analysis of the progression of students to further learning or employment has been undertaken at this stage.

Some informal benchmarking is done to assess VisionWest's targeted outcomes against providers offering similar programmes, which show similar outcomes for the Youth programme, and further benchmarking is to be a priority for management in 2012.

With no analysis of student course and tutor evaluations for Youth available and no evaluations undertaken of the NCALE programme at the end of 2011, VisionWest is unable to fully ascertain the value of those programmes to the learners. However the successful results of the Youth programme ensured that VisionWest maintained its places and funding for 2012 and the TEC allocation of numbers for the provision of NCALE was given for 2012.

A review of the delivery of these programmes and the surrounding support processes will help VisionWest gain an understanding of those areas where delivery may require change or where students may need support or guidance to achieve the required outcomes.

### 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 **Adequate**.

VisionWest has an active engagement with the community, the church, and its surrounding support services and is committed to and meets stakeholder needs for students and the curriculum. Stakeholders spoken with noted that the trust had become a more professional organisation and that VisionWest has worked at and is developing strong relationships with the community.

Programmes are developed in consultation with students, local industry, and government agencies and often focus on a particular industry. This was evidenced through the community having a role in the review of the Training For Work programme which resulted in changes to the programme from horticulture to landscaping. The implementation of the new Training For Work landscaping and garden design programme was done in collaboration with MSD, VisionWest's own property care company, and sector employers. This initiative was aimed at addressing the unemployment issues of the community by creating an employment focus and opportunities, and has been successful. The Training For Work and some Youth students were able to use their new skills to assist with this community project.

Community agencies such as Work and Income and Migrant Services have highlighted the increasing needs of adults in the community to improve levels of literacy and numeracy in order to have better employment opportunities. VisionWest management has taken this feedback on board and increased the service delivery of the literacy/numeracy programme, although the results have yet to be evaluated and analysed.

VisionWest noted an increase in the volume of young people entering the Youth programme with either very little or no NCEA credits. In order to effectively address the needs of youth to allow them to gain their NCEA level 1, it was decided that the Youth programme should have modular components. The modular programme enables the tutors to be more effective in catering for the educational needs of the students by breaking down each unit into specific manageable topics areas, with the eventual outcome being the achievement of NCEA level 1. Students interviewed found this modular approach to learning more straightforward and achievable than previous methods with other educational providers.

Students feel they are engaged in the right programme. This is achieved through a thorough interview process and the creation of a relevant individual learning plan.

VisionWest anticipates and responds to changes in the needs of learners by modifying the programmes offered as outlined earlier and moving classrooms to accommodate student needs. An example of this was the creation of a computer room for students. Initially, computers were placed in various rooms around the campus and, following feedback from students, staff created a central space for computer work with the computers being located in one room.

Attendance is monitored daily for all classes and relevant data is reported to funding agencies weekly. Administration staff make phone calls to absent students to check their availability to attend classes.

Analysis of student evaluations of their learning taken at the end of the Training for Work course (the only student evaluation with analysis undertaken for 2011) confirms that they were satisfied with their learning experience and that their needs were met with regard to upskilling and gaining knowledge, especially in the employment skills and landscaping areas.

NCALE has a set curriculum with a choice of one elective for students. NCALE learners must already be in employment teaching adults as they are required to use their teaching as the basis for a case study for programme assessment and learning. No evaluations are completed or feedback requested from the NCALE students.

#### 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 **Adequate**

Youth students spoke positively of the knowledge and skills displayed by their tutors and of the mix of theory and practical learning and activities offered, and confirmed that assessments provided good feedback and were handed back on time, and that they were aware of the appeal process.

VisionWest teachers are well qualified and experienced, with most holding teaching or adult teaching qualifications. Professional development is supported and made available to all staff, with five staff completing the NCALE in 2011. Appraisals are carried out on an annual basis and feedback is used to set professional development activities for the next year.

In 2011, students and staff noted problems with an assessment in the NCALE programme. Seven of the 20 NCALE students did not complete their assessment in 2011 within the time allowed for completion. VisionWest offered to support those students to complete their assessment and two have since passed the qualification. Corrective work has since been done regarding the assessments in the certificate with the development of a tool where the tutor holds a workshop with the learners and uses a presentation along with explanations to ensure the assessments are clear and easily understood.

Self-evaluations were undertaken of the Youth programmes at the beginning of 2012. At the time of the EER visit the results from these had not been collated or analysed. Evaluations of the Training For Work classes had been collated, but no analysis had been completed to note trends or outlying areas of need. No evaluations of the NCALE programme have been completed to evaluate how the teaching and learning is progressing to enable staff to bring about further initiatives that may be necessary to increase outcomes. A review of the delivery of these programmes and the surrounding support processes would help VisionWest gain an understanding of those areas where delivery may require change or where students may need support or guidance to achieve the required outcomes.

The moderation report for 2011 showed that there were modifications required to three of the six assessments and four of the assessment decisions reported. NZQA also noted that VisionWest reported results for NZQA-managed standards that were not listed on the 2011 assessment plan. A proposed action plan addressing issues identified through national external moderation was not accepted by NZQA and a further action plan was supplied in March 2012.

## 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**.

Wraparound support is available to all VisionWest students and is a feature of the learning environment. The support is up to date and well resourced. The trust is committed to meeting students' needs, and students and staff can access many

organisations and support services via the trust. These services include advice on youth law relating to drugs/alcohol/rehabilitation, anger management, counselling, pastoral care, cultural support, family planning, budgeting, emergency housing, childcare, food banks, STD clinics, pregnancy help, and career or further training advice. Students interviewed said the support provided was comprehensive and the information provided was helpful and accurate.

Students are well supported by their tutors and additional support is available from literacy tutors, administration staff, and management. The evaluators were impressed with the staff and students respect for the special culture and character of VisionWest with regard to students' diverse needs. To retain this special culture requires constant review of practices to keep students focused and happy, and the students spoken to by the evaluation team were quick to note that this was the first provider they had come to where the diverse student body was embraced and supported well.

VisionWest's senior staff meet often and are constantly assessing the student environment. Staff sit with students at lunch and discuss how they are getting along. 'Trouble doesn't happen here', is a sentiment that reflects the views of the students. The programme manager is involved in all interviews to ensure the students who are enrolled are a good fit with the VisionWest vision, and also makes sure good support is available to any student who arrives with 'issues'.

VisionWest works closely with Child, Youth and Family and other agencies for specialist support services and career support.

VisionWest supports learning by ensuring resources are available and teachers are well trained. A good library of books for each subject area is held in each classroom and there is a dedicated computer room for use by all students.

Pre-enrolment questionnaires and interviews are carried out. All students complete literacy placement tests where their specific learning needs are determined. The first week of the programme is dedicated to students working through their goals, aspirations, commitment to study, and any support needed.

Students have a thorough orientation and induction which is carried out with care. Students are met by the academic manager or student services coordinator who introduces the students to their tutors. Trained staff conduct an initial literacy assessment and diagnostic test and then work through the student handbook with each student. The students sign health forms and behavioural contracts covering attendance and safety of self and others. At the commencement of the Youth and Training For Work programmes, the students, together with staff, collaboratively develop individual development plans which help identify their needs. These plans are actively monitored and updated and discussed weekly with the tutor in class for the duration of the programme to ensure that student needs are being supported and achieved.

In 2011, the NCALE tutor completed on-site visits which were well received by the students. When speaking with students on the phone following the evaluation visit,

it was noted that the new tutor had visited students and was supporting their learning.

Student-teacher ratios are low and the small class sizes ensure students have continual access to guidance and support from their teacher. Students spoke of a sense of belonging to their learning group. They noted that the group support that developed from the smaller size classes allowed them to raise and solve problems collectively. Students spoke of the care, support, and professionalism of the teachers and management, and noted that these factors helped them with their learning, their attitude to learning, and the achievement of their goals. Graduation ceremonies are held each year to celebrate the achievements of the students and to provide an opportunity for whānau and the Board to share in the students' success.

## 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 **Adequate**.

The Board and management give clear direction and purpose and have strong community relationships. All members enjoy high standing in the community and are active in their engagement with the community/church/support services.

The strategic direction of the organisation is set by the Board after identifying the needs and ongoing priorities of the community to be aligned with VisionWest's mission and vision. Members of the current Board have a range of skills and include past teachers and assessors, so they are aware of VisionWest's requirements. The Board supports the chief executive officer to ensure there are minimal barriers to learning through the appointment of well-qualified staff and the provision of good teaching facilities and comprehensive investment in stakeholder relationships.

The Board undertakes effective financial management of VisionWest to ensure programmes are well resourced with well-qualified teachers, correctly stocked workshops, and upgraded computers. This enables growth and new initiatives. An example of this was the work being done with Training For Work students on a local project where students assisted community experts to clear and replant a local water area with native trees while learning about the reasons for the planting and their role in the community.

The chief executive officer attends Board meetings and reports to the Board on the operational aspects of VisionWest and the supporting financial requirements. Board members receive regular reports on student achievement and often visit the training centre to observe students and staff at work. Board members attend and enjoy graduation.

The chief executive officer has an inclusive and proactive management style where information is shared and collective decisions are made. The management team is small, with a flat structure, allowing each staff member to have a good understanding of others' roles. Management supports an open-door policy and there are good relationships between management and staff and students to assist with planning and decision-making.

The Board and the chief executive officer carefully analyse strategic opportunities together. An example of a strategic decision was the offer of a café for hospitality training in another part of the local area. The Board and chief executive officer decided that to move training away from the wide-ranging support offered at the current VisionWest property did not fit with VisionWest's philosophy so the decision was to not go ahead with the new development.

Management uses key performance indicators to ensure the organisation is meeting its commitments; the strategic plan is viewed and renewed regularly. Management holds regular monthly meetings with MSD. Key decisions are made following comprehensive reporting and discussion. Monthly reports from management are presented to the Board giving statistics on student achievement, challenges for the year, key current issues, and projects and successes and highlights for the training centre. These are discussed and any actions noted are followed up by the Board at the next meeting. Results from thorough analysis of achievement rates and student evaluations of their learning and the resources supporting their learning will assist the VisionWest Board to gain an understanding of those areas where delivery may require change or where students may need further support or guidance to achieve the required outcomes.



# 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 **Adequate**.

## 2.2 Focus area: Youth Guarantee programme – Horticulture and NCEA (Levels 1 and 2)

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

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

## 2.3 Focus area: National Certificate in Adult Literacy Education

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

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

# Recommendations

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](http://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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