

# Report of External Evaluation and Review

VisionWest Community Trust

Confident in educational performance

Confident in capability in self-assessment

Date of report: 26 August 2015

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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
Type:	Private training establishment (PTE)
First registered:	9 April 2010
Location:	97 Glendale Road, Glen Eden, Auckland
Delivery sites:	One site as above
Courses currently delivered:	<ul style="list-style-type: none"><li>• Youth Guarantee (Hospitality: National Certificate Hospitality (Entry Skills) (Level 2) and National Certificate in Hospitality (Introductory Cookery) (Level 2) and Carpentry: National Certificate in Building, Construction and Allied Trade Skills (Level 2)</li><li>• National Certificate in Adult Literacy Education (Vocational Tutor/Lecturer or Workplace Trainer) (Level 5) (NCALE)</li><li>• Intensive Literacy and Numeracy</li><li>• Alternative Education</li><li>• Training for Work</li></ul>
Code of Practice signatory:	No
Number of students:	Domestic: 59 learners – male 36, female 23, Māori 21, Pasifika six, Pakeha 22, Asian seven, Other three
Number of staff:	11.5 full-time equivalents

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Scope of active accreditation:	As noted above
Distinctive characteristics:	<p>Originally incorporated as the Friendship Centre Trust in 1988, the organisation was established to provide community support services to the neighbourhood. Over the years, the organisation grew and became one of the largest community-based trusts in West Auckland. In 2010, the Friendship Centre Trust merged with Genesis Training Centre and formed VisionWest Community Trust. The organisation provides a diverse range of services, including community housing, health and homecare, kindergarten, counselling, budgeting, food bank, curtain bank, uniform bank as well as operating the training centre.</p> <p>The training arm of VisionWest Community Trust, VisionWest Training Centre (VisionWest), aims to deliver quality education and training within a Christian context. The Alternative Education and Youth Guarantee programmes provide youth with opportunities to re-engage with education, with the aim of progressing to further study or into employment.</p> <p>The Intensive Literacy and Numeracy courses currently attract mainly refugees and migrants for whom English is another language.</p> <p>The Training for Work programme is funded by the Ministry for Social Development with a focus on supporting Work and Income New Zealand clients into employment.</p> <p>Programmes are delivered on site, with the exception of NCALE which is an extramural programme.</p>
Recent significant changes:	A number of new positions have been established and new staff employed since the previous external evaluation and review (EER), including tutors for hospitality and carpentry and the very recent appointment of a general manager of VisionWest Training Centre who commenced days prior to the EER.

A total of nine applications for programme accreditation and approval made to NZQA have been approved and include: accreditation for national certificates at levels 1 and 2 (Retail, Hospitality and Building, Construction and Allied Trade Skills). Consent to assess 11 standards has also been approved.

Previous quality assurance history: Poor national external moderation results for the past three years (2012-2014) has resulted in statutory intervention and conditions on VisionWest's consent to assess against standards. The affected standards are within the Adult Literacy and Numeracy, Mathematics in the Workplace, and Numeracy moderation systems. VisionWest is to submit the required moderation material to NZQA by 18 January 2016 and demonstrate that assessments are at the national standard and accuracy in assessor judgements. Non-compliance with these requirements may result in NZQA withdrawing VisionWest's consent to assess these unit standards.

VisionWest's most recent EER was conducted in September 2013, with the report published in October 2014. The EER statements of confidence were: Confident in educational performance and Not Yet Confident in capability in self-assessment.

## 2. Scope of external evaluation and review

Following the receipt of VisionWest's self-assessment information, a scoping meeting was held on 18 May 2015. Meeting participants included the lead evaluator, the VisionWest chief executive officer, acting general manager and academic programme manager.

The focus areas agreed include:

- Governance, management and strategy

This is a mandatory focus area.

- Youth Guarantee programmes

Youth Guarantee provides a platform for students to engage in vocational pathways including level 2 hospitality and carpentry programmes, NCEA level 1 and 2, Intensive Literacy and Numeracy, and work skills. Learners are aged 16-19 years and look to move into employment or further and higher education.

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- National Certificate in Adult Literacy Education (Vocational Tutor/Lecturer or Workplace Training) (Level 5) (NCALE)

This is an extramural programme. Tutors in vocational training have the opportunity to upskill to level 5 certifications in adult literacy education. Support is provided through workplace visits, emails and telephone and Skype sessions.

The inclusion of these focus areas encapsulates half of all VisionWest learners, with a focus on both youth and adult learners. These programmes are delivered over the course of one year.

### 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 of VisionWest took place with a team of two evaluators over two days. The EER included interviews with the chief executive officer, the deputy chair of the trust board, the training centre's head of youth, the acting general manager and newly appointed general manager, academic programme manager, human resources manager, tutors and tutor support/social worker for Youth Guarantee, and learners of both focus areas. Graduates and current learners of the NCALE programme were interviewed by phone.

A range of documentation was reviewed including: progress achievement and outcomes data (tutor weekly reports, course achievement, management reports, and board reporting); meeting minutes and reports (general manager to chief executive officer and board); strategic review and planning documentation, internal moderation and external moderation review, learner feedback for programmes, end-of-course surveys, exit evaluations and student representative meetings. The evaluators sighted VisionWest's new Whānau Centred Model of care and delivery. The model provides a structure that integrates VisionWest's social services, including the training for youth and migrants. The new client management system was also sighted.

# Summary of Results

## Statement of confidence on educational performance

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

VisionWest has undertaken a full review of the programmes and support offered at the training centre in response to adverse feedback from NZQA through EER and external moderation results, and not meeting Tertiary Education Commission (TEC) Youth Guarantee-required outcomes. The review was led by the chief executive officer, implemented by senior management, and supported and resourced by the board. This substantial undertaking has resulted in:

- Significant improvement in the achievement outcomes of Youth Guarantee learners for 2014, meeting the required performance indicators, including Māori and Pasifika outcomes. All VisionWest's other programmes continue to deliver positive outcomes as per the TEC's educational performance indicators and VisionWest's internal targets. Improved internal moderation supports this improvement in achievement, which is yet to be externally verified.
- Well-established, authentic stakeholder engagement occurs at governance and senior management levels. These relationships are key to sustaining the organisation-wide initiatives and programme delivery. However, engagement of NCALE graduates and their employers as stakeholders requires improvement.
- The introduction of two new courses for the Youth Guarantee programme: hospitality and carpentry. Both meet local community and employer needs and provide a genuine vocational pathway for learners.
- The employment of tutors with the required skills, knowledge and qualifications to design and deliver courses.
- Highly effective avenues to provide comprehensive support and guidance, addressing the holistic needs (education, physical, psychological, social, cultural and financial) of learners on site.
- A new model of service and delivery for the whole of VisionWest (training centre, housing, budgeting, food, curtain and uniform banks, op shop, counselling, health and home care services) – the Whānau Centred Model is still in the process of being fully implemented. Financial sustainability of the model and service delivery for the next three years is assured.

Learners attending the training centre of VisionWest are clearly benefiting from these recent and substantial changes. Educational performance and achievement across all programmes is mostly well evidenced. VisionWest continues to

demonstrate its capability to ensure the educational performance of the organisation through meeting the most important needs of learners and the local community.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **VisionWest Community Trust**.

Self-review has been effectively used to guide research, data collection and analysis, which has provided a sound basis for decision-making and implementation of the wide-ranging organisational changes and improvements.

The benefits of the changes have begun to be demonstrated, particularly in the support and achievement of learners who are enrolled in programmes that match their and local community needs. The full benefit is still to be realised. VisionWest has been able to demonstrate its improved capability in self-assessment in the thorough planning and gradual implementation and review of changes at an organisational level. Changes include increased resourcing, the introduction of improved processes, and the creation of new positions in the area of quality assurance and support. The successful implementation of changes across programmes is evident in the improved learner outcomes.

The purpose of VisionWest's self-review was primarily to address the areas VisionWest identified as requiring a critical response, and as a result these are being addressed, including achievement, engagement of stakeholders and support of learners. Importantly, internal moderation has improved processes and involves all teaching staff. Independent external scrutiny is occurring systematically to monitor results, and continued professional development in this area is occurring.

Areas where VisionWest self-review needs to be strengthened, such as programme review and graduate feedback in the NCALE programme, are not sufficiently significant to undermine the overall educational performance or self-assessment of VisionWest.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

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

Youth Guarantee 2013 results are identified as poor by VisionWest where both the TEC's and the PTE's own targets were not met. This was a primary motivator in VisionWest's review, and as a result the hospitality programme was introduced in 2014. The change in programme, alongside quality teaching and engagement and support of learners, has lifted the 2014 achievement outcomes for Youth Guarantee learners substantially, meeting both TEC and internal targets (Table 1).

**Table 1. Course and qualification completions, 2013-2014**

Youth Guarantee programmes	Course completion	Qualification completion
2013	26	12
2014	54	56

Māori and Pasifika learners are well represented in this programme and achievement is mostly on a par with that of other learners. As both Youth Guarantee programmes are new, VisionWest needs to continue to collect this data and analyse the results in order to consider the possible educational factors affecting these learners.

VisionWest recognises achievement as more than qualification and course completions. The new vocational programme design includes literacy and numeracy skill development, practical skills and the opportunity to enhance personal attributes (see Findings 1.3). The validation of the achievement result for 2014 is somewhat undermined in that VisionWest has poor external moderation results for 2012, 2013 and 2014.

Implementation of improved internal moderation processes was evident. A pattern of improved achievement beyond 2014, verified by external moderation results to confirm the validity of learner achievement, would support a lift in the educational performance rating.

NCALE achievement for 2012, 2013 and 2014 consistently exceeds the TEC-required performance indicators, with 100 per cent course and qualification completions. VisionWest offers this programme to a number of learners over and

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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.

above TEC-funded places. There are some learners (not TEC-funded) in the same course who do not complete. Although Vision West monitors achievement of all learners in the programme, reporting these results in total to the chief executive officer and board would more accurately reflect all learner achievement in this programme and make the results available for scrutiny.

VisionWest establishes its own achievement targets. Progress of learners toward achievement is monitored by tutors at course level and through the student management system by the academic programme manager at programme level. Results and outcomes are reported to the chief executive officer and the board monthly by the general manager. More could be done in the analysis of the useful achievement information collected to understand course completions of all programmes and to inform programme and course review.

## 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**.

As a part of the internal review, VisionWest engaged a number of stakeholders including local council and businesses, and explored census statistics to understand the community, its needs and opportunities for employment for graduates. Relationships have been established with local businesses. Through the provision of social services by VisionWest, this engagement has enhanced the connection and the PTE's understanding, first-hand, of community needs. This is evident in the programmes the training centre provides which focus on meeting the needs of priority groups within the community, specifically youth, Work and Income New Zealand clients and refugees and migrants. Stakeholder engagement has heavily influenced the selection of hospitality and carpentry as Youth Guarantee programmes.

Both focus area programmes are meeting the needs of learners. Tracking the destinations of Youth Guarantee graduates indicates improved wellbeing and enhanced abilities in that over 80 per cent of those who completed the programme in 2014 have progressed to further study or employment compared with 36 per cent in 2013. This is a significant increase and validates the value of the programme and personal skills and confidence learners have gained. A continued pattern of this success would lift the rating for this key evaluation question further.

The successful graduates of the NCALE programme enhance their capability in tutoring and assessing the literacy needs of their adult learners. VisionWest is assured that this programme is meeting learner and stakeholder needs through the ongoing engagement of several organisations, who continue to enrol their staff, as well as through consistent positive exit interviews of graduates. Gathering specific feedback from graduates would be beneficial to determine any longer-term value of

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this programme, in addition to the short-term aim of achieving the qualification, which is often at the request of the employer.

### 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**.

Matching the needs of learners and employers in the Youth Guarantee programme is very strong. The new Youth Guarantee vocational programme design, introduced in 2014 with hospitality and 2015 with carpentry, provides learners with vocational skills and knowledge relevant to both industries. The teaching and learning is focused on activities and resources that effectively engage learners. Practical and applicable workplace skills are supported through a café, commercial kitchen and workshop facilities. Personal attributes, confidence and communication are enhanced through a week-long adventure course at the beginning of the programme. The programmes also have an academic focus reflecting the subject content and are matched to learner needs. Two entry-level national certificates for both the hospitality and building industries, NCEA level 1 and 2, and improvement in literacy and numeracy skills through attending Intensive Literacy and Numeracy course are all incorporated into the Youth Guarantee programmes.

The significant increase in achievement and graduate outcomes for Youth Guarantee programmes in 2014 demonstrates the impact and effectiveness of the changes made to programmes for youth. Every learner has an individual learning plan which is reviewed reliably. Tutors each have their own process and activities to identify learner needs during the course. These processes are applied reliably and suit each tutor and the learners. The results are included in weekly progress reports and discussed at weekly meetings. The processes are effective and guide tutors in their planning and teaching. Programme review, including stakeholder input through industry groups, is being planned.

The NCALE learners are able to apply the course learning into their current workplace activities, and the extramural option for these learners assists them to undertake the level 5 certificate while continuing to work. There is a benefit to employers as there are no fees associated with this course and it supports the professional development of their staff who learn at their own pace. Programme review has occurred but only involves the sole tutor, and without specific input from students the review is limited.

NCALE does not systematically seek feedback from learners during their engagement in extramural study. Some informal feedback is received from learners through contact with the tutor, but it is not collected or analysed. Considering the length of the programme and mode of delivery, VisionWest needs

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to consider appropriate activities and strategic points or timeframes to reliably gather useful feedback from learners and their employers to demonstrate learning needs are being met by VisionWest. End-of-course evaluations and exit interviews are undertaken for all programmes, including NCALE, the results of which are mostly positive.

#### 1.4 How effective is the teaching?

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

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

The employment of tutors who are qualified in their area of delivery contributes to assuring effective teaching. All have the required qualifications for teaching and assessing and personal and professional experience in the area. The tutors in Youth Guarantee also have experience of working with youth and have the support of a qualified social worker as tutor support. With the exception of NCALE, tutors all have individual practices such as daily reflections, learner surveys and weekly summaries to inform their delivery which has resulted in an increase in achievement.

Internal moderation processes and practices have been substantially improved. This has been a necessary action. Internal moderation now engages all tutors who cross-assess and provide feedback on each other's assessment judgments. All student assessments are internally moderated. An external contractor is reviewing the assessing and cross-assessing. Where the assessor judgments are not to the standard, learners are being required to be reassessed. The academic programme manager and tutors vary in their understanding and application of competency-based assessment. The ongoing upskilling of all staff to sustain improvements in moderation is crucial to ensure the validity of the reported achievement and ensure the increased capability of staff.

Professional development of tutors is further supported by attending conferences and engaging in further study which is reviewed annually during the performance appraisal process. Teachers and learners relate effectively with each other. This is particularly evident in the Youth Guarantee programme with the inclusion of an extracurricular activity in the form of a camp for staff and students, led by an adventure operator. Activities are designed to create a sense of belonging for learners and develop the relationship between learners and VisionWest staff.

The NCALE tutor has delivered this well-performing programme for many years. The programme and tutor have not had the same level of input and review as has occurred for Youth Guarantee programmes. As mentioned previously, learner feedback could be improved to validate the effectiveness of delivery of this extramural programme.

## 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**.

VisionWest has highly effective avenues to provide comprehensive support and guidance, addressing the holistic needs (academic, physical, psychological, social, cultural and financial) of learners which is extensively demonstrated. VisionWest has years of experience in understanding and addressing local community needs through a variety of social services, all based on site. The training centre staff and on-site learners, who are the majority of VisionWest learners, are able to use these services, and recent changes have made access to services more streamlined. The physical layout of the VisionWest site has been redesigned to locate youth together and has provided a stronger sense of community and belonging.

The introduction of a social worker as tutor support in the Youth Guarantee programmes provides professional assessment of holistic needs and has substantially improved the identification of the specific needs of learners and ensured targeted responses to meet them. Access to VisionWest's social services and professional networks ensures a comprehensive and in-depth response to needs, such as housing, food, clothing and whānau support. This wrap-around model is not reliant on external agencies or on tutors to spend their time on these important but non-educational activities. Demonstrating the impact of this support, it is evident anecdotally in the increased rates of learner attendance, retention and achievement. Demonstrating more clearly how the improvements are due to the intentional changes in support and resources would lift the self-assessment rating for this key evaluation question.

Academic support and guidance for learners is identified and tracked through individual learning plans which the tutor, tutor support and regular learner review. Achievable steps see learners making progress on these goals. Re-assessment opportunities, the relevance of the programme, and genuine vocational pathways motivate and support learners. A student council and student representative process provide additional avenues for learners to provide feedback to VisionWest, and there is evidence of changes in the quality of resources offered, for example in the café and computers, which were initiated through these avenues.

Extramural learner support is not as strongly evidenced, although the support processes of access to the tutor and engagement via email and phone on an as-needs basis – and for Auckland-based learners the possibility of a workplace visit – are reasonable and practical for the context of the programme. Improving stakeholder feedback to demonstrate the effectiveness of the support mechanisms provided for the level 5 extramural programme would be beneficial.

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

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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**.

VisionWest governance has committed itself fully to understanding and improving the educational achievement of learners through a full organisational review. This substantial undertaking commenced prior to the previous EER and has been developing over the last two years. The review has been effectively led by the chief executive officer, implemented by senior management and supported and resourced by the board.

As a priority, stakeholders have been identified and engaged including local council and businesses. Relationships have been established with a number of PTEs outside the local area with the purpose of benchmarking programmes and practices. These relationships are well established and have evolved. Stakeholders are committed to and support the organisation financially and with formal agreements to support graduates of the Youth Guarantee programmes. Collaboration with other PTEs is producing mutual benefits in the review of the training centre practices and VisionWest sharing its expertise in the provision of community services such as housing, budgeting, counselling, etc. These relationships have contributed to the organisational review which is guiding the clear direction of VisionWest.

The review has been instrumental in the move to implement VisionWest's new Whānau Centred Model. The extensive research and planning to implement the model has required a substantial commitment of resources. This includes the employment of a quality and evaluation manager and a number of social workers, and the purchase, implementation and training in a new client management system.

Further evidence that learners attending the training centre of VisionWest are benefiting from the review and implementation of these changes is demonstrated in the significant improvement in Youth Guarantee programme outcomes. Other benefits such as the improvement in retention and attendance rates of all on-site programmes, is attributed to the introduction of the Whānau Centred Model, and indications are that as the model is fully implemented over the next 12 months it will continue to contribute greatly to the wellbeing of learners and the community.

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

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

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

### 2.2 Focus area: Youth Guarantee

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

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

### 2.3 Focus area: Adult Literacy Educator (Level 5)

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

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

# Recommendations

NZQA recommends that VisionWest:

- Develop further detailed analysis of achievement data for courses, using the valuable and useful data it already collects.
- Engage stakeholders and graduates of the NCALE programme more effectively to determine to what extent the needs of learners are supported and met.
- Engage graduates of the NCALE programme to determine any longer-term benefits to inform programme review and demonstrate the effectiveness of any improvements.

# 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/>.*

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