



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

The Learning Place Limited

Date of report: 28 August 2023

About The Learning Place Limited

The Learning Place Te Wahi Ako is a vocational education provider delivering Licence Controller Qualification (LCQ) online compliance training for various industries, alongside short, vocationally focused courses in secondary schools across Aotearoa New Zealand.

Type of organisation:	Private training establishment (PTE)
Location:	The Learning Place Limited, 33 Princes Street, Dunedin
Eligible to enrol intl students:	No
Number of students:	Domestic: 7729 domestic ākonga on short courses and enrolled in online training in 2022 Face-to-face enrolment priority learners: Māori 23.2 per cent, Pasifika 10.8 per cent, ESOL ¹ 5.2 per cent, Learning Needs 8.4 per cent Online enrolment priority learners: Māori, 10.2 per cent, Pasifika 2.9 per cent, ESOL 22.7 per cent, Learning Needs 1.76 per cent
Number of staff:	Full-time: nine, part-time: two; contracted: three
TEO profile:	The Learning Place Limited
Last EER outcome:	May 2019: Confident in educational performance; Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• Online Licence Controller Qualification (LCQ) Training Scheme (NZQA approved)• School face-to-face vocational courses, some via Gateway
MoE number:	7982
NZQA reference:	C52804
Dates of EER visit:	9 May, 11 and 12 May 2023

¹ English for Speakers of Other Languages

Summary of results

The Learning Place has strong learner achievement and valued outcomes for learners and the community. The Learning Place is fulfilling its core purpose of 'Kaupapa' access to education by making the learning experience accessible, rewarding and professional. The PTE has a strong culture of review where self-assessment is clear and comprehensive.

Highly Confident in educational performance

Highly Confident in capability in self-assessment

- The purpose and direction of the organisation is clear and strategically focussed. The PTE is comprehensively meeting all the important needs of the large number of students and distinctly different learner types.
- The Learning Place provides highly valued outcomes for workplaces and school learners. Student achievement is high, and they value the courses. The PTE uses its data well to track priority learners, noting that they achieve at a slightly lower rate than other learners. This is being monitored carefully.
- The Learning Place has an inclusive environment, with responsive leadership. Staff feel valued and supported in their work.
- Industry stakeholders, coordinators and graduates provided an in-depth and multi-faceted perspective into the relevance, quality and impact of the training offered and its outcomes.
- The Learning Place training scheme and school courses are well designed and the delivery tailored to minimise barriers to learning. The PTE does this by taking the training to the learners and providing on-site regional training and effective online training.
- Staff have the appropriate qualifications and a good understanding of what is required of learners to produce relevant outcomes for work or school. Contextualised delivery and assessment ensure best fit for diverse learners.
- The PTE supports the students well in both the online and face-to-face spaces. Management has

ensured sufficient resources for the courses offered and to priority learners, showing management's commitment to high satisfaction and high success for all learners.

- The Learning Place takes a well-organised and coherent approach to compliance that is fit for purpose, with the governance group having a constant overview.
- The Learning Place has a strong, dedicated culture of review. Self-assessment is clear and comprehensive, with claims supported by convincing evidence that link to plans and actions and innovations for improvement, contributing to valued outcomes.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The Learning Place has high achievement rates, with average overall completion rates at 94 per cent for the LCQ and 91 per cent for vocational training. Priority learner achievement that includes Māori, Pasifika, English-as-second language and those with learning needs – across both courses – is also high, with a slightly lower overall average achievement of 90.5 per cent.</p> <p>The Learning Place provides learners with real-time feedback and the opportunity to resubmit their assessment. Only a small percentage of learners are not successful – mostly due to a change of workplace or sickness, with reasons for leaving being captured and no distinct trends observed.</p> <p>Data is collected on those with disabilities at enrolment, from the school coordinator, and from tutor observation once on the training scheme, with near parity of achievement noted.</p> <p>Learners in all disciplines gain new knowledge and skills along with confidence and soft skills to take back to the workplace or school. Valuable feedback evidence is collected showing that LCQ learners have acquired the knowledge to successfully meet the requirements of a duty manager.</p> <p>Sound assessment and moderation practices verify the achievement rates. Internal moderation verifies the assessor's decision before release of the results. Alongside external moderation, this validates the achievement rate.</p> <p>The PTE reports to the board regularly with analyses of data across years and cohorts, including for priority learners, to capture areas of weakness. When it comes to parity and equity between these factors when analysing data, The Learning Place examines differences in achievement pass rates per short course, trainer, ethnicity, gender and age group, and draws evidence-based conclusions. This data is used to develop actions to address under-performance related to parity</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	of achievement, to ensure ongoing high completion and achievement.
Conclusion:	Achievement is consistently high for the courses offered at The Learning Place. Māori and Pasifika achievement is similar to other learners. The Learning Place uses data well to monitor, analyse and understand achievement.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The value of outcomes for stakeholders is evident and sound. LCQ trainees gain unit standards on how to manage a licensed premises safely, responsibly and legally. The Learning Place is the preferred provider for many schools for the vocational courses offered.</p> <p>The training scheme is recognised in the liquor industry as being practically based and meeting liquor licensing requirements. The units gained are a prerequisite to enable learners to qualify to sit the local council exam to meet legal requirements and gain a manager's certificate. Graduates can contribute immediately to their workplace from the knowledge gained using the necessary capability and skills.</p> <p>The Learning Place is highly connected to the industry sector, ensuring ongoing updates on latest practice and new rules. Relationships with Māori and Pasifika communities inform review and activities.</p> <p>Industry representatives endorse The Learning Place based on the organisation keeping current with changing needs; providing a relevant training scheme for needed knowledge and skills; and meeting a need for skilled staff in the liquor licence area.</p> <p>School learners can work part-time using their skills, for example in the local café, with a skill level that is useful. The learners were confident that they could apply their knowledge and skills in the workplace. The Learning Place could look at gaining more data on the use of the skills and knowledge gained.</p> <p>Comprehensive review and actions developed from feedback gained from a range of stakeholders ensure the training scheme and courses offered match learner needs.</p>

Conclusion:	Trainees and school learners gain specific, relevant knowledge and skills that are valued by industry and schools and used in the wider community. Self-assessment is robust and succeeds in ensuring there is value in the training offered.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The Learning Place has a detailed understanding of learner cohorts in all offerings, with robust analysis of reviews and feedback identifying key patterns among groups requiring different delivery methods to ensure good outcomes.</p> <p>Competent programme design and a high level of staff expertise ensures the online LCQ training scheme is relevant and current, with a wide range of industry-relatable knowledge. Industry input and feedback and student evaluations and moderation outcomes inform updates.</p> <p>Delivery is by professionally qualified and experienced trainers who hold the LCQ qualification and have adult teaching capability. They share and develop their knowledge, are involved in the industry, and have a good understanding of sector needs.</p> <p>The Learning Place delivers courses to schools in the vocational space with subcontracting arrangements outlining clearly defined responsibilities. The courses provide learners with credits towards NCEA and some basic knowledge and confidence for part-time work.</p> <p>Staff spoke clearly and with compelling evidence about their work and the impacts of their teaching and the useful resources allocated to training and support.</p> <p>Student evaluations, with detailed learner feedback, are collated and analysed, with outcomes noted for improvements or changes if needed.</p> <p>Quality processes around assessments ensure academic integrity, and effective internal moderation leads to good external moderation results. Training scheme assessments are moderated by NZQA and the workforce development council,</p>

	<p>providing evidence of assessments being fair, valid and consistent.</p> <p>Academic standards are strong, with robust assessment and marking undertaken by a separate person, ensuring distance from deliverer. Academic authenticity is assured through checked notes and changes in sequence of exam questions.</p> <p>External moderation is undertaken, with evidence of passing well from the relevant workforce development council.</p> <p>Permanent staff have regular catch-ups and team meetings to discuss delivery, teaching and learning, and student wellbeing. This helps them understand learning needs and ensure up-to-date resources.</p> <p>The Learning Place has a clear focus on ongoing quality improvement and uses industry and school input and feedback and student evaluations to inform updates.</p>
Conclusion:	Frequent and ongoing interaction with external LCQ stakeholders and school coordinators ensures all training offered remains current and relevant and meets the needs of stakeholders.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Given the nature of the short delivery and length of time the learners are at The Learning Place, the LCQ and school courses are effectively designed to meet student and school needs.</p> <p>The Learning Place has a genuine understanding of the student voice, with systems in place for minimising barriers to learning in regard to disability and awareness of different learning styles. This is achieved by learners being able to complete the initial part of any course at their own learning speed to ensure they are involved and supported in their learning,</p> <p>The Learning Place website, prospectus and handbook (sent before learning begins) ensure prospective learners know what is expected of them – including types of assessment undertaken, i.e. practical or theory.</p>

	<p>All-round support is offered, with email and phone numbers of all staff being made available and follow-up emails sent when a learner is absent.</p> <p>Engagement with school coordinators is strong, with a focus on providing comprehensive information to the school students on the skills, knowledge and other outcomes to be gained. Learner/graduate feedback indicates that this is being achieved.</p> <p>Engagement with the Code³ is strong, ensuring those with disabilities are identified and support is offered where needed. The Learning Place provides opportunities for LCQ learners to mention a learning need or disability. The memorandum of understanding with schools requires learning needs to be identified.</p> <p>The Learning Place is integrating tikanga into classes, with a genuine commitment to the Crown partnership. The Learning Place is engaging with the Māori world view in providing teaching and learning support. An example is an allowance for different perspectives in assessment.</p> <p>Stakeholder survey evidence and coordinator and graduate interviews confirm that the student voice is used in delivery and assessment. This supports the learner-centric model outlined by The Learning Place.</p>
Conclusion:	The Learning Place provides effective, appropriate and comprehensive support, ensuring students and participants can engage well in their programmes of study.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	The organisation has a clear purpose and direction and is strategic in ensuring the training scheme and courses offered have a good fit with stakeholder needs. Governance and staff are visible in the sector and work to ensure close relationships with industry experts.

³ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

	<p>The governance and management team anticipates and responds to changes and updates effectively using a broad range of highly effective processes and systems across all key activities, making a strong contribution to supporting student achievement.</p> <p>The Learning Place has a wide provision of offerings as a result of good consultation, review and analysis, and by using trial/pilot processes to assess whether changes or initiatives are needed. There is work proposed around using short-term relationships with external persons/bodies to support understanding around being more externally facing.</p> <p>Since the last EER The Learning Place has strengthened the governance and management structure and self-review processes with the appointment of two appropriately qualified managers. A Māori cultural liaison person was included in the governance group to assist with further direction in educational methods and support, and to provide guidance around embedding cultural practices for staff.</p> <p>Sufficient resources are allocated for training, with ongoing investment in technology for staff and tutors. SharePoint is updated to aid communication and to respond to a changing world of compliance.</p> <p>Staff attitudes reveal a transparent, open and inclusive culture. This is being further enhanced through training being offered around neuro-diversity for all staff.</p> <p>The Learning Place takes a genuinely reflective approach, with sound processes and reporting cycles. Evidence was sighted of challenges, aspects that needed work, and trials and pilots used to ensure that delivery and assessment and learning and support remain student-focussed.</p>
Conclusion:	<p>The Learning Place has a transparent, open culture led by a governance/management group with clear goals and direction, where self-assessment is a part of the day-to-day routine, leading to trials and new initiatives. This provides an effective direction for the organisation, which is responsive and agile in supporting student achievement.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The Learning Place maintains a systematic approach to compliance oversight and has developed processes and practices for identifying compliance responsibilities. Effective systems and resourcing are at a level that result in good management of compliance.</p> <p>Sound processes are in place to indicate management of important compliance accountabilities is consistent, including the Code.</p> <p>NZQA compliance is well managed, and relevant documentation is up to date. Appropriate processes and oversight ensure the programmes are being delivered as approved.</p> <p>Work completed around relevant assessments and effective internal moderation elicits good external moderation results for fair and valid assessing.</p>
Conclusion:	Compliance is well managed. There is a well-organised and coherent approach to compliance, with the governance group having a constant overview.

Focus areas

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

2.1 Online LCQ Training Scheme

Performance:	Excellent
Self-assessment:	Excellent
Conclusion:	

2.2 Secondary school STAR/Gateway programmes

Performance:	Excellent
Self-assessment:	Excellent
Conclusion:	

Recommendations

Recommendations are not compulsory, but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that The Learning Place Limited:

- Bring in experts when required into a temporary governance role to ensure an outward-facing focus
- Gain information from schools around the skills used by students in part-time work in the workplace.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review. ^[08]

Appendix 1

LCQ – online

Overall achievement

Year	Licence Controller Qualification
2022	87.9%
2021	93.3%
2020	97.1%
2019	97.9%

Ethnic achievement data trends (%)

	European	Māori	Pasifika	Indian	Asian	
	LCQ	LCQ	LCQ	LCQ	LCQ	
2022	90.1%	83.2%	81.6%	84.5%	85.5%	
2021	95.8%	89.5%	90%	87.2%	93.9%	
2020	97.6%	96.7%	95.7%	96.4%	96.1%	
2019	99.4%	97%	81%	93.7%	95%	

Year

ESOL

Learning needs identified

	LCQ	LCQ
2022	88.9%	84.6%
2021	93.5%	92.2%
2020	96.5%	98.6%
2019	94.7%	67.6%

Vocational schools – face-to-face overall achievement data

2022	90.0%
2021	91.1%
2020	90.7%
2019	93.9%

Māori and English second language learners' percentage pass rates showing parity with others

Year	European	Māori	Pasifika	Asian	Indian	Other
2022	93.9%	90.6%	88.4%	91.9%	95.5%	91.7%
2021	95.2%	92.2%	87.6%	94.3%	95.2%	94.7%
2020	94.9%	91.1%	92.9%	91.1%	94.6%	93.6%
2019	-	-	-	-	-	-

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁴*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁴ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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