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# Report of External Evaluation and Review

Bodhi Ltd

Confident in educational performance

Confident in capability in self-assessment

Date of report: 25 November 2016

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*Final Report*

# 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:	Bodhi Limited
Type:	Private training establishment (PTE)
First registered:	21 May 2015
Location:	86 Kaurilands Road, Glen Eden, Waitakere, Auckland
Delivery sites:	As above
Courses currently delivered:	Infant/Toddler Care Certificate - Training Scheme (Level 2) (10 weeks)
Code of Practice signatory:	No
Number of students:	Domestic: 2016 Term 2 – four students (one Pakeha/Māori, one Tongan, one New Zealand Māori/Samoan, one Samoan)  2016 Term 3 – six students (one New Zealand European/Pakeha, three Māori, two Pasifika)  International: not applicable
Number of staff:	Two full-time, three part-time
Scope of active accreditation:	Refer: <a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=802246001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=802246001</a>
Distinctive characteristics:	Bodhi Ltd is a newly registered PTE (May 2015) and this is the first external evaluation and review (EER) for this organisation.  Bodhi Ltd provides a training scheme specifically

designed for Ohana Young Parent Charitable Trust. The 10-week course is for young parents to learn to care and nurture their baby through becoming confident and self-assured in their parenting skills. The young mothers and babies attend the course together. Students achieve a Bodhi certificate on completion of the workshops and achievement of four unit standards. Students can receive an Ohana attendance certificate if they attend all the relevant workshops but do not achieve all the required unit standards.

Bodhi, Ohana, and Lil Seeds childcare centre share the same premises. The main objective for Ohana is to provide an environment which is safe, warm and friendly, where young parents and their babies can come together to learn and grow; ensuring that the young parents have access to the support available in their communities, and that they are given opportunities to build relationships with other young mothers in a network of care and nurture.

OHANA means family and stands for:

- 'Organisation – getting organised to take control of your life
- Health and well-being – personal growth and potential through positive lifestyle behaviours and attitudes
- Aroha – love, in order to love someone else you must first learn to love yourself
- Nurture – care and protection of whānau
- Aspiration – hopes and ambitions and how to get there.'

Recent significant changes: Not applicable

Previous quality assurance history: The NZQA national external moderation report for 2015 shows that Bodhi met the national standard for the unit standard submitted.

Other: The Ministry of Social Development (MSD) has approved the Ohana Training Scheme for Young Parents as an authorised parenting programme for MSD Youth Service which enables young parents

to meet their Young Parent Payment Obligations.

Bodhi does not receive funding from the Tertiary Education Commission. The Ohana Young Parent Charitable Trust accesses funds from a range of community sources to fund the programme and provide resources to the young parents. There is currently no charge to the students for undertaking this programme.

## 2. Scope of external evaluation and review

Following discussion with the directors, the scope of this EER included the Infant/Toddler Care Certificate Training Scheme as this is the only educational programme delivered by Bodhi.

## 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

Self-assessment documents were provided to NZQA prior to the scoping visit. The lead evaluator met with the two Bodhi directors in person to discuss expectations for the EER process including details of the on-site visit and report outcomes.

The evaluation team comprised two evaluators. The on-site visit was conducted over one and a half-days at the delivery site in Glen Eden, Waitakere, Auckland. The evaluation team interviewed management, programme facilitators, two current students, two graduates, and the chair of the Ohana Young Parent Charitable Trust. Other key stakeholders were contacted by phone. A range of organisational documentation and records were reviewed.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Bodhi Ltd.**

Bodhi is achieving a good standard of educational performance.

Students acquire strong parenting and organisational skills, knowledge of infant/toddler care, health and well-being, self-awareness and personal growth that are immediately applicable in their lives. Students are enabled to achieve their own individual goals and aspirations in a fully supportive, nurturing learning environment. There is good evidence from the students and graduates that the impact of their experience at Bodhi is transformative and inspirational. Strategies are being developed to strengthen the outcomes across all students, with the programme delivery being adjusted to meet the needs of each cohort of students.

Bodhi delivers an integrated, relevant and targeted training programme which enables students to successfully complete relevant workshops and training certificates. Students value the experienced, committed teaching staff who are passionate about their work, the development and growth of the students, and model the Ohana<sup>1</sup> philosophy and values to provide a positive and engaging learning environment.

Students are encouraged and motivated to achieve other educational goals through a parallel emphasis on continuing their secondary level study with Te Aho o Te Kura Pounamu, The Correspondence School (Te Kura). Ohana has a formal arrangement with Te Kura to enable the young parents to attend further study days completing credits towards qualifications. This has resulted in some students completing NCEA qualifications alongside their Bodhi qualifications and then continuing to further tertiary study.

While still in the early stages of development, the organisation is effectively led by the Ohana Young Parent Charitable Trust and well-managed by the Bodhi directors. There is a strong, well-articulated Ohana philosophy and a clarity of purpose to provide holistic, integrated, flexible practices in quality parenting which are well-understood by management, staff and stakeholders. Developing a clear overview of learner achievement – as well as evidence of the impact and value of the

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<sup>1</sup> 'OHANA means family .... such a small word with so much power behind it. Your Family is your safe place, your freedom to be accepted without fear of judgement for who you are. Family is the people that life you up when you are feeling down, keep you grounded, love and nurture you, challenge you to be a better person and are by your side no matter what the circumstances. Family does not always have to be blood; it can be your work colleagues, your closest friends, people that have taken you in during your hardest struggles. We are very lucky and fortunate to be let into lots of very special families, and we have become a little family ourselves. Ohana means family – Family means nobody gets left behind or forgotten.' (Core Values of Ohana Young Parent Charitable Trust)

outcomes of the training – would strengthen the decisions on the future aspirations and direction of the organisation.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Bodhi Ltd**.

Self-assessment and reflective practice are embedded within individual practice at Bodhi. Student achievement is tracked at an individual level on a daily basis through regular feedback on attendance and progress. A greater emphasis on the analysis of data and feedback at organisational level would strengthen self-assessment and enable reflection on trends and benchmarks in educational performance.

Staff reflect on training activities and initiatives at the end of each term, record their learnings, and incorporate them into improvements for the next cohort of students. A system for reviewing how well these changes have worked is still being developed. There is some evidence of input from external stakeholders; however, Bodhi is in the early stages of developing formal feedback mechanisms.

Student feedback and evaluation is mostly informal and conversational, which is appropriate for the small number of students in the training programme. Strategies to support students to complete their certificates are discussed individually and mostly result in re-enrolment for the next term, with identified goals put in place. While there have been a small number of graduates, tracking of achievement and graduate outcomes could be used to better understand performance at an organisational level, and in turn inform evidence-based improvement initiatives.

# Findings<sup>2</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 **Good**.

Student achievement is strongly focused on completing individual workshops to develop confidence and knowledge in safe parenting skills, promote personal growth, and build organisational capabilities. These skills are immediately useful in caring for babies in a positive and nurturing way to ensure their safety and well-being. Most students complete the workshops and meet attendance requirements to achieve the Ohana parenting certificate. Completion of the Bodhi Infant/Toddler Care Certificate is more challenging, and a smaller number of students commit to completing the four unit standards required for that certificate, in addition to attending the relevant workshops.

**Table 1. Student achievement**

	2015	2016
Total number of students	11	10*
Māori	9	5
Pasifika	1	4
New Zealand European	1	1
Achieved training certificate (All unit standards, all workshops, 80%+ attendance)	1	3
<i>Completed Early Childhood Education unit standards</i>		
10020 Environmental hygiene and safety practices	11 (100%)	6 (60%)
10021 Basic needs of children	10 (91%)	3 (30%)
10024 Promoting health and well-being to children	3 (27%)	3 (30%)
26712 Age related nutritional needs for providing children with food	1 (9%)	3 (30%)
<i>Completed Workshops</i>		
First Aid	10 (91%)	9 (90%)
Brainwave Trust	8 (73%)	7 (70%)
Building Awesome Whānau	11 (100%)	4 (40%)
Budgeting	9 (82%)	6 (60%)
Loves-Me-Not	10 (91%)	9 (90%)

\*Six students attended for part of term 3, 2016; none completed, all are returning in term 4.

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



The small size of the PTE enables the staff to understand individual progress, personal development, and the successful outcomes of the students. The educational performance of every student, and the specific challenges for each individual, are well understood by all staff. A system is being developed to track achievement data at cohort and organisational level for analysis of overall achievement and trends. This will provide more comprehensive datasets to better understand the overall performance of the organisation.

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

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

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

Students highly value the training provided by Bodhi because the positive experience and achievements provide personal growth and support in all aspects of their lives: personal well-being, cultural beliefs and values, empowerment through education, and awareness and aspirations for the future. The training is underpinned by the Ohana core values which ensure that 'students are securely attached to their infants, that they are feeling in control of their lives and have support and guidance around them'.<sup>3</sup> The quality of the integrated service and programme delivery is recognised by teen-parent organisations in other parts of New Zealand who send their staff to Bodhi to experience first-hand the uniqueness of the Ohana learning environment and discuss the teaching and learning strategies.

Feedback from students, graduates and stakeholders provides strong evidence that studying at Bodhi is life-changing for the students. The study experience has a positive impact on self-development, successful educational pathways and students taking charge of their lives with increased self-awareness, confidence and new life-skills. For example, one graduate from 2015, who is a young sole parent, has completed NCEA levels 1 and 2 through Te Kura using the study environment provided by Bodhi, has part-time childcare work and is enrolled to study towards an early childhood education qualification.

Students are referred to the training programme by stakeholders such as local midwives, Plunket, MSD Youth Service and secondary schools. A pregnancy well-being course run by a local midwife prior to birth leads to young parents enrolling in Ohana and Bodhi programmes. Other students enrol on the recommendation of students, graduates and agencies such as Maternal Mental Health and hospitals.

Active links are maintained with relevant community groups such as New Zealand Police, Plunket, Youth Horizons, West Auckland Budget Service and the Brainwave

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<sup>3</sup> Bodhi Self Assessment Report, September 2016

Trust, some of whom co-facilitate the relevant training workshops. Staff and trustees have personal and business networks across their communities. These networks are used appropriately to develop relevant relationships which benefit the students, such as enrolment with a local medical centre in New Lynn which provides general health and well-being checks, sex education and supportive staff and nurses.

Bodhi's self-assessment practices could be strengthened by a more formal and systematic organisational analysis of the value of outcomes to both students and stakeholders.

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

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

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

Bodhi is clearly meeting the needs of the students and the communities it serves.

The organisation has developed a comprehensive training programme which is well structured, integrating theory and practical activities covering identified areas of need to enhance the capabilities and experience of these young parents in keeping their babies safe. The sequencing of the workshops is planned around the needs of new mothers caring for their babies. For example, the Brainwave Trust facilitates a one-day interactive workshop highlighting positive attachment activities to enhance brain development in babies, resulting in a positive change to the way babies are nurtured. This is done early in the programme. Similarly, the Loves-Me-Not programme, co-facilitated with New Zealand Police, focuses on education and awareness of care and protection against violence and abuse; and is highly effective in empowering young parents to remove themselves from unhealthy situations.

Assessments are internally moderated to ensure consistency of outcomes. Plans are in place to externally moderate with a local high school, although this has not yet happened. Bodhi has successfully engaged with NZQA external moderation which has validated both the assessment tool and the marking.

Barriers to learning are removed by providing an engaging learning environment which is safe, warm and friendly, where young parents and their babies can come together to learn and grow. Young parents are linked to a range of support services available in their communities, and are given opportunities to meet other young families to create a network of care and support. There is evidence that the organisation provides additional support where students have missed sessions or need to catch up – staff organise additional individual sessions so students can access additional support.

Staff meet regularly to discuss student progress and there is a review of the programme content, delivery and assessment methods at the end of each term. These reviews can result in changes to the programme to meet student needs. For example, additional definitions were included in course materials following student feedback indicating some confusion. There is no formal process for obtaining feedback from external facilitators on the quality and outcomes of the workshops.

Programme self-assessment and review processes are in place and being refined and developed following each cohort. An annual review of the programme outcomes at organisational level – to bring together the individual and cohort datasets, feedback on teaching and learning, and student feedback at organisational level – would enable evidence-based decisions and strengthen self-assessment practice.

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

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

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

Many of Bodhi's students come from disadvantaged backgrounds. The evaluation team noted a compassionate and supportive approach and a culture of respect and caring regardless of the student's history and ability. Potential students are interviewed, often in their own home, prior to acceptance to ensure that the requirements of the programme are fully understood and to match the needs, goals and aspirations of each student. The students and graduates interviewed by the evaluation team expressed huge appreciation for the support provided by Bodhi. Clear information is provided to support the enrolment process and the delivery details of the programme. The evaluation team identified a gap in the information provided to students at enrolment regarding possible outcomes and expectations. Improvements are being put in place to remedy this gap.

The small number of students enables individualised support and relationship-building with staff and other students. There is strong evidence of a highly responsive culture of sharing knowledge and practice among staff and students. The orientation process is group-based, with initial discussions on how students felt when they first arrived, followed up at the end of the term with 'how students and their babies feel now'. The articulated outcomes from students confirm the development of motivation, plans for the future, new knowledge and self-confidence over the 10-week period. For example, one student with a goal of becoming involved in politics was introduced to a member of parliament (MP) in the local area and was invited to accompany the MP for a day.

Attendance is closely monitored, with a number of initiatives in place to encourage attendance as well as to mitigate barriers to attending. For example, students and their babies are picked up from and dropped off at their homes. Graduates and

current students are encouraged to attend the weekly Friday coffee mornings to share experiences and continue relationships within the Ohana community. Some weeks there is a guest speaker on a relevant topic, or an art and craft activity. Communication through the Ohana Facebook page enables sharing of events and celebrating successes with staff, students and graduates. The Glen Eden Plunket and Karitane nurses attend sessions regularly throughout each term to provide support to the students and their babies.

The initial strategy of written evaluations from students has been replaced with personal and group interviews to obtain more comprehensive feedback. This is an appropriate practice and aligns with the culture of the organisation. However, there is no formal, systematic way of collecting and analysing this feedback to identify trends and areas for improvement.

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

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

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

The Ohana Young Parent Charitable Trust has a clear vision and commitment to provide support to young parents through education and training and works closely with the Bodhi directors to provide effective management and leadership of the organisation. Trust members are well-connected, well-qualified and provide mentoring for the organisation. There is good evidence that the work of the trust is highly regarded in the local community. A strategic and business plan has been developed and is regularly reviewed. New initiatives are piloted prior to implementation and all staff are involved in the decision-making process through very good formal and informal communication strategies.

Management supports staff to undertake relevant professional development activities to obtain further qualifications and enhance skills and knowledge related to their work. These include completing a child protection studies diploma, an intensive course to understand and engage with Pikler<sup>4</sup> attachment theories, and completing a Brainwave Trust seminar to become facilitators for that organisation.

There is clear evidence of an emerging approach to self-assessment through the range of reflective activities, informal and formal, which are becoming embedded as part of the operational activity within the organisation. An increased focus on the systematic collection and analysis of evidence at organisational level, and evaluation of management performance, will strengthen self-assessment through a

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<sup>4</sup> The Pikler approach is based on a respectful relationship between an adult and infant, through tender care moments, a naturally paced motor development, free movement and uninterrupted play (<http://thepiklercollection.weebly.com/>).

greater understanding of the impact and value of the training and the effectiveness of improvements implemented.

## 1.6 How effectively are important compliance accountability managed?

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**.

Trustees, management and staff are actively involved in ensuring that Bodhi manages its compliance accountabilities effectively. There is good evidence that:

- legislative requirements regarding size of facilities and maximum number of students are understood and complied with
- the delivery hours and programme outcomes align with the training scheme requirements as approved by NZQA and with the student course information
- student enrolment processes and course information are compliant with required policies and guidelines.

Management has identified the need to review and update the Bodhi quality management system. The evaluation team reviewed evidential documentation including minutes of management meetings, reports to the Ohana Trust, attendance records, moderation records, student progress spreadsheet and the compliance declaration. The submission of financial accounts to NZQA is overdue. However, the finalisation of these accounts is under discussion with NZQA and a submission is imminent. There are no active risk issues identified by NZQA.

As a new provider, the organisation is building its understanding of the responsibilities, requirements and accountabilities of a being a PTE. There is no evidence of a formal process for the Ohana Trust or Bodhi management to evaluate their compliance effectiveness.

## Focus Areas

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

### 2.1 Focus area: Training Scheme: Infant/Toddler Care Certificate (Level 2)

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

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

# Recommendations

NZQA recommends that Bodhi Ltd:

- Review student course documentation to ensure clear information about the differing requirements for achieving the Ohana Parenting Certificate and the Bodhi Infant/Toddler Care Certificate.
- Continue to explore appropriate networks for external moderation and establish an arrangement with a relevant provider to moderate Bodhi assessment materials.
- Strengthen self-assessment practice, including data analysis and review of learner performance, to understand the impact on learning and to identify trends and evaluate the effectiveness of improvements.
- Continue to develop systematic, formal evaluative processes to review the performance of staff, feedback from students and stakeholders and the effectiveness of governance and management.
- Establish a review process to evaluate performance and compliance effectiveness at governance and management levels.

# 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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