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External Evaluation and Review Report

Bodhi Ltd

Date of report: 26 May 2021

About Bodhi Ltd

Bodhi Ltd is a small private training provider based in Auckland, specialising in early childhood education training and development.

Type of organisation:	Private training establishment (PTE)
Location:	86 Kaurilands Road, Glen Eden, Waitakere, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 36 EFTS ¹ , seven New Zealand Māori, eight Pasifika International: nil
Number of staff:	Three full-time equivalents
TEO profile:	Bodhi - Early Childhood Care Training NZQA Accredited
Last EER outcome:	Confident in educational performance Confident in capability in self-assessment
Scope of this evaluation:	New Zealand Diploma in Early Childhood Education and Care (Level 6)
MoE number:	8022
NZQA reference:	C45319
Dates of EER visit:	1 and 2 March 2021

¹ Equivalent full-time students

Summary of results

Bodhi students are gaining the skills, knowledge and experience that support them to work in the early childhood education sector and/or pathway into a teaching degree. Support to students is holistic and the quality of teaching and learning is validated through external feedback. Academic capability has been strengthened since the previous EER. Governance and management are actively engaged in the industry, informing programme development and relevance.

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| Confident in educational performance | <ul style="list-style-type: none">• Students achieve well at Bodhi in terms of completing qualifications and gaining skills, knowledge and experience relevant to the workplace. Graduates are work-ready.• Programmes are designed to integrate theory and practice in context. Assessment materials, assessment practice and academic integrity are constantly under review as a result of regular moderation and external critique. Academic quality is strengthening with the introduction of new leadership and systems. |
| Confident in capability in self-assessment | <ul style="list-style-type: none">• Student support is holistic, and teaching and learning is underpinned by Bodhi's takepū (principles) of ako, whanaungatanga, māramangata and mōhiotanga.• Self-assessment occurs regularly to understand student achievement, and changes are made to better support student success.• Academic and strategic leadership focuses on building internal capability and seeking external support and guidance. Improvements and decisions made are based on effective understanding and analysis of data. Compliance management is improving. |

Key evaluation question findings²

1.1 How well do learners achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students, including Māori and Pasifika, achieve well, as demonstrated through course and qualification completion rates, which are generally high³ and compare well with providers offering the same qualification.</p> <p>Bodhi has two small cohort of learners for each programme each year, therefore a withdrawal or deferral can impact significantly on overall course completion rates. Bodhi, however, has a clear understanding of student success and non-completion and has systems and the evidence to demonstrate how well it supports its students to succeed.</p> <p>Those students who do complete level six continue on to further study (degree) or employment with confidence. However, progression from level 5 to level 6 is not assured as graduates also need to demonstrate that they are a good fit for teaching and supporting young children and infants. Bodhi has received external⁴ feedback on the quality of its assessment and assessment materials which has led to improvements (refer 1.3).</p>
Conclusion:	Students at Bodhi achieve well. Monitoring of student progress and analysis of data has improved and is used to inform changes that lead to improved student outcomes. The extent to which Bodhi has successfully addressed NZQA's concerns with assessment and moderation will be determined at its next monitoring visit.

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

³ Course completion average over 80% for level 5 and over 70% for level 6 (this includes students how deferred)

⁴ From both the standard setting body as well as Bodhi's appointed external moderator/monitor.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Graduates of Bodhi programmes gain useful skills and knowledge that is well aligned to employment in the early childhood education and care industry. As a result, graduates gain employment either during their study or when they graduate. This is well documented by Bodhi, including the success of their graduates that go on to complete the Bachelor of Teaching degree with another provider. Bodhi is building its graduate database and in time it will have robust and reliable data that will attest to their contribution to growing capability in the early childhood sector.</p> <p>Employers, including mentors, attested to the value of the learning gained through the qualification and the quality of Bodhi students/graduates who are work-ready. Bodhi is well connected to the local early childhood sector as trainers, owners of ECE (early childhood education) services and employers of ECE staff. These relationships have provided ongoing opportunities for gathering feedback to understand and improve the value added by graduates. Ideally, Bodhi graduates will go on to complete a teaching degree and gain teacher registration so they can continue to work in ECE as qualified registered teachers. This is an outcome highly valued by graduates and the sector that Bodhi is actively supporting.</p>
Conclusion:	Bodhi is actively involved in the early childhood sector and maintains contact with its graduates to understand and know whether valued outcomes are being met.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Bodhi's programmes are well designed to meet the needs of students. The programme involves student placements in early childhood services mentored by a registered early childhood teacher. The mentors attest to students demonstrating specific learning outcomes in the workplace which is validated through tutor observation, student self-assessment and theory-based assessment. The programmes incorporate practicum hours and teaching standards⁵ to ensure its graduates meet the requirements to credit transfer to the degree and become a provisionally registered teacher. This outcome is valued by graduates and the sector.</p> <p>The student-mentor relationship works well. Mentors gain the opportunity to keep up to date with current theory, literature and professional development requirements, and students gain practical experience and application of theory in a real-world context.</p> <p>Students access most of their theory content and assessment information online, supported by tutorials (in-person and virtual) and individual contact with tutors as required. Weekly online forums are facilitated by tutors and students are encouraged to engage with them as part of their learning. Students have also initiated their own peer-to-peer support groups.</p> <p>Bodhi formally reviews its programmes annually, while internal moderation of assessment, monitoring student progress, and gathering student feedback throughout the year has resulted in more timely programme changes leading to improvements. For example, amendments have been made to assessments to ensure greater clarity of the task for students, clearer marking guides and improved alignment to learning outcomes.</p> <p>Bodhi submitted an application to NZQA to offer a degree programme which was declined. This setback, including moderation outcomes, has strengthened Bodhi's resolve to</p>

⁵ Teaching Council Standards for the Teaching Profession, June 2017

	<p>focus on what they do well and to strengthen areas that require improvement. As a result, Bodhi has improved assessment and moderation capability as an organisation through the appointment of an academic lead⁶ and an academic board.⁷ An external moderator is being used until a formal external moderation partnership is finalised with another private training provider. Moderation camps are attended by all tutors, focusing on assessment and improvement. The improvements are a pragmatic approach for a small organisation. To what extent the changes have improved assessment materials and practices will be evident at NZQA's next monitoring visit in 2021.</p>
Conclusion:	<p>Bodhi's programmes are kept current and relevant through regular review and stakeholder feedback. Students experience theory and practical learning that is well aligned to the workplace. Maintaining educational quality is an ongoing process supported by moderation activity and review.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are well supported and highly involved in their learning. The principles/Takepū championed by Bodhi were evident in the relationships that are encouraged (whanaungatanga) between students, mentors and tutors which support students to grow personally and professionally. The reciprocal and authentic learning that is encouraged (ako, māramatanga and mōhiotanga) through the integration of theory and practice in the real world is strengthened by support from qualified practitioners.</p> <p>The learning experience is holistic whereby the care and respect students are expected to demonstrate towards children in their</p>

⁶ The academic lead has experience as an NZQA contracted national moderator and has already reviewed and aligned all assessments to learning outcomes and to the level of the qualification, and is also involved in pre- and post-moderating student assessments. The academic board and programme review committee is in place and will have a role in reviewing moderation reports and approving programme results.

⁷ The board is chaired by an independent external consultant with experience in quality assurance in the tertiary sector. Its first meeting was in December 2020.

	<p>care are also reflected in the way Bodhi’s tutors and management engage with and support the students.</p> <p>While tutors and management are readily available to the students, peer-to-peer support groups are also encouraged. Students at risk of not achieving have individual support plans which are regularly monitored at weekly team meetings.</p> <p>The culture of the organisation is inclusive, supportive and focused on supporting students to achieve success. Where students are not able to complete their course of study for personal reasons, arrangements are made to defer.</p> <p>The high level of care and support provided to students during the initial Covid-19 lockdowns was attested to by current students and graduates.</p>
Conclusion:	<p>Students are well supported in a holistic way by Bodhi staff. There is planned and monitored engagement to engage all students in their learning, particularly those whose wellbeing may be compromised.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Bodhi Ltd has a very clear purpose and intent to grow capability in the early childhood sector. The two owners are actively involved in managing the PTE and tutoring students in addition to operating their own early childhood services.⁸ Their approach to training is holistic, as reflected in the organisation’s applied principles (Ngā Takepū). Governance brings a strong alignment between the principles of working with young children and how they engage and support adult learners to achieve success.</p> <p>Staff are experienced and qualified early childhood educators. Professional development and training that supports their development as educators of adult learning is well supported.</p>

⁸ Education Review Office reports of the early childhood services owned by Bodhi directors identified that the services were well, if not very well placed to promote positive learning outcomes for learners.

	<p>Staff felt valued and supported with the resources they require to support students.</p> <p>Bodhi has been recently more active in the research space, especially with the recent appointment of a new academic lead and individual pursuits of higher learning that are informing teaching and learning. This is essential to support any degree application in the future.</p> <p>As a small team, Bodhi management and staff meet regularly, informally and formally. Self-assessment is an embedded part of what they do as an organisation. This involves using information and data to constantly review, adapt and make improvements that support student outcomes. Bodhi has also actively looked outside its organisation for external support and critique in niche areas to support the organisation to develop and improve.</p>
Conclusion:	Governance and management are experienced and well networked to the early childhood sector. Staff are qualified and experienced, with regular and ongoing opportunities for professional growth. Self-assessment is informing improvements.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Bodhi operates a robust compliance management system aided by a comprehensive quality assurance calendar and an external contractor who ensures that all the PTE's compliance responsibilities are met. While the management team understands their compliance responsibilities, in particular those relating to NZQA and the Tertiary Education Commission (TEC), the team is small, and management are also tutors as well as running their own ECE business. Having the dedicated services of an external compliance consultant has meant management is kept up to date on their compliance responsibilities and deadlines are met.</p> <p>Bodhi's quality management system is up to date. Monitoring policy reviews and updates will be one of the responsibilities of the recently appointed academic board.</p>

	<p>Bodhi has made applications to NZQA for Type 2 changes⁹ for its programme, which have been approved. The academic lead ensures learning hours are being met as per the approved programme, and systems are in place for ensuring academic integrity. Both programmes have been reviewed as part of NZQA’s consistency review process and were found sufficient. Bodhi’s application for a degree programme approval was declined in 2019 and in 2020. Bodhi has analysed the reasons for criteria not being met and is looking to reapply in 2022.</p> <p>Improvements were required by the TEC as a result of its audit in 2018, and these have been addressed. An NZQA programme monitoring report on Bodhi’s level 5 programme identified a number of assessment and moderation issues which Bodhi has addressed. However, the extent to which Bodhi’s improvements have addressed NZQA’s concerns will not be ascertained until their next programme monitoring review due in June 2021.</p>
<p>Conclusion:</p>	<p>Compliance management is generally strong, with some areas to be improved.</p>

⁹ The last change was approved in January 2020

Focus areas

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

2.1 Focus area: New Zealand Diploma in Early Childhood Education and Care (Level 6)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students perform well. In 2018 there were nine enrolments, all of whom graduated; in 2019 there were 12 enrolments, of whom eight graduated (one withdrew and three deferred); and in 2020, 13 enrolled and 10 graduated (one withdrew and two deferred). Reasons for non-completion of the programme are well understood and in most cases are due to changing personal circumstances, including loss of employment as a result of Covid-19 in 2020.</p> <p>All graduates are working in an early childhood education service, and are either enrolled in, completed or currently completing a Bachelor of Teaching degree. Testimony from stakeholders (graduates, employers and the degree provider) attested to the quality of their level 6 graduates to engage with the academic and practical requirements of the degree and have the skills and knowledge to work effectively and collaboratively in the workplace.</p> <p>All assessments are internally post-moderated and there was evidence of ongoing review of assessment through moderation, leading to improvements.</p> <p>Students at level 6 have usually progressed from level 5 and are therefore familiar with the tutors, the learning experience and the level of commitment required. As a result, they are well supported and achieve well.</p>

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.

There are no recommendations arising from the external evaluation and review.

Requirements

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

There are no requirements arising from the external evaluation and review.

Appendix

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 fraud¹⁰*
- *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.*

¹⁰ 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 2016, which are made by NZQA under section 452(1)(t) of the Education Act 1989 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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively.

In addition, the Private Training Establishment Rules 2018 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 2016. 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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