



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report

Britain's 2005 Limited

Date of report: 26 May 2021

About Brittain's 2005 Limited

Brittain's provides vocational, STAR and Gateway training to local secondary schools along with a Ministry of Social Development (MSD) beverage and barista training scheme offering practically based niche courses in cookery, barista, hospitality and retail.

Type of organisation:	Private training establishment (PTE)
Location:	29 Hobart Drive, New Plymouth
Code of Practice signatory:	No
Number of students:	Domestic: 808 students since 2017 with 169 MSD clients. No Māori and Pasifika trainee numbers were provided; 90 per cent of students are under 25 years of age.
Number of staff:	One full-time equivalent and four contracted staff
TEO profile:	Brittain's 2005 Limited Brittain's offers STAR and Gateway ¹ provision across the majority of Taranaki high schools and kura. It also offers an MSD-funded training scheme and some bespoke industry training.
Last EER outcome:	New provider registered in 2017
Scope of this evaluation:	Beverage and Barista (NZQA-approved training scheme) and the STAR and Gateway tailored course provision
MoE number:	8092
NZQA reference:	C45979
Dates of EER visit:	23 and 24 February 2021

¹ STAR and Gateway programmes provide secondary school students with a pathway into tertiary programmes or to achieve vocational credits alongside their school qualifications.

Summary of results

Brittain's offers contextualised training models to schools, industry and MSD, based on a good understanding of their needs. Educational performance is generally strong, although contracted outcomes for MSD were not being met in recent years. Self-assessment is still in its infancy, with limited evidence of improved outcomes and Brittain's will ensure more comprehensive monitoring of compliance requirements.

Confident in educational performance

- Achievement is high in the training scheme and in the various assessment results for the unit standards delivered within schools and industry.
- Brittain's strength is in delivering a skills-based programme which combines teaching, some ongoing mentoring and practical experiences in a context that closely resembles the workplace.
- The value of outcomes is positive for schools and industry, with good evidence of students achieving credits towards NCEA and trainees upskilling or gaining work outcomes. However, Brittain's did not meet its MSD-contracted employment outcomes for the annual June-July periods for 2019 and 2020, leading MSD to cancel the contract.
- Brittain's engages with stakeholders well. Interaction is authentic, positive and ongoing and supports the value of the offering.
- Teaching approaches are highly favoured by the trainees, and moderation meets Service IQ outcomes. Students are well supported to gain skills and knowledge within social and educational contexts. Personal obstacles needing mitigation are identified early.
- Management has a clear purpose and direction and uses external advice as and when required, although management oversight and the tools for planning monitoring and review are in their infancy.

Not Yet Confident in capability in self-assessment

-
- Brittain's has a focus on educational achievement and on financial viability to ensure a sustainable business model in light of their loss of MSD funding.
 - Gaps have been identified in academic quality management around graduate outcomes, course review and staff appraisals.
 - Some areas have been identified where work needs to be done on compliance accountabilities, including updating memorandums of understanding to include police checking, and internal moderation processes. Brittain's is rectifying these gaps and identifying other areas for improvement.
 - An adapted, systematic process for collecting and analysing data will strengthen Brittain's understanding of the effectiveness of the training and its outcomes to support plans and actions for improvement.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Learners achieve well, with secondary school STAR and Gateway students gaining credits towards their NCEA. This achievement occurs within the context of the sometimes-challenging cohorts of either first-time or second-chance learners. The reliability of the achievement rates is supported by external moderation results from the relevant industry training organisation validating achievement.</p> <p>Repeat MSD funding indicated good achievement in 2018/2019. However, for the 2019/2020 year (some within the Covid lockdown timeline) the required outcome of 80 per cent of trainees coming off the benefit into work was not met. Of the cohort of 16 in 2019/2020, 32 per cent gained sustainable work. In 2020/2021, 24 per cent went into sustainable work.</p> <p>Trainees gain personal skills such as confidence, improved communication skills and self-worth, along with the practical barista and beverage skills. This is supported by interviews with stakeholders, including graduates, high school representatives and industry, noting the skills gained and that barriers to future learning and employment are greatly reduced.</p> <p>Brittain's trains mainly priority group learners. Course summaries outline Māori and Pasifika achievement, but the organisation has not compared the achievement rates of these trainees with other trainees and has not identified any areas for improvement. Non-completions are tracked and considerable information on where they have gone is captured but not analysed.</p> <p>Monitoring of student progress and analysis of data to understand learner achievement is limited. Opportunities exist for Brittain's to collate and analyse this achievement and graduates' outcomes information further to ascertain parity of</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.

	achievement with Māori, Pasifika and under-25 learners to identify any further actions to minimise barriers to learning.
Conclusion:	The practical skills and personal attributes gained at Brittain's are useful for credit achievement and employment. Most trainees achieve their agreed unit standards and all gain confidence in recognising their ability to contribute to the community. Better monitoring and analysis of trainee progress, contracted outcomes and parity of achievement is needed.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Brittain's is highly regarded by both industry and schools. The outcomes of the learning from the training provided are useful and beneficial to the community. Delivery of barista skills to secondary school students is a valuable contribution to wider sector educational goals.</p> <p>Positive school and stakeholder feedback on the training and the value gained – with personal growth being a notable outcome – are evidence of the value of the training and its outcomes. The implementation of a systematic process for collecting and analysing this data will strengthen Brittain's understanding of the effectiveness of the training offered and the outcomes achieved.</p> <p>Trainees obtain the skills and knowledge to gain credits, upskill or gain work. Industry commented positively on the well-rounded, multi-skilled profile of graduates at NZQF³ level 2 in the barista hospitality fields. Graduates interviewed value their acquisition of skills and knowledge and commented that Brittain's genuinely prepares them for the workforce.</p> <p>Work placements are valued by potential employers as they give them an opportunity to observe trainee behaviour and work ethic. Some trainees who complete work placements get jobs after completion of training and some graduates have gone on to management roles.</p>

³ New Zealand Qualifications Framework

	<p>The value of outcomes for the MSD trainee provision did not meet the expected contractual outcomes in the 2019/2020 year, leading to a non-renewal of the contract. Interviews with MSD confirmed that Brittain's initially met their contracted employment outcomes in the first year, but contract outcomes were not met in the ensuing years.</p> <p>The opportunity exists for Brittain's to collect, collate and analyse the outcomes data to give the organisation an indication of the value of the training offered, and how well stakeholder needs are being met.</p>
Conclusion:	<p>Trainees value the training scheme outcomes gained in the unit standards assessed, and gain valuable and useful skills and credits for NCEA. Many gain employment. More formal collection and analysis of graduate and stakeholder feedback would assist in assessing the value of the outcomes.</p>

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:	Marginal
Findings and supporting evidence:	<p>Brittain's is responsive to client/stakeholder needs, and also offers bespoke programmes of learning. The barista and beverage training scheme and other unit standards as requested by schools and industry are contextualised and tailored to individual learner needs, while still maintaining the content required.</p> <p>Teaching resources are up to date and training is inclusive, engaging and well resourced with purpose-built training facilities that meet the needs of trainers and learners. There are good resources for learning the practical skills in the context of the outcomes.</p> <p>Teaching approaches are highly favoured by the trainees, according to written feedback and from graduates at interview. Student-centred one-to-one learning and support is offered, with resits of assessments and after-hours tutoring available. The organisation is beginning to collate feedback from staff and students around delivery and learning, and this will feed into the</p>

	<p>course summary document which could then be part of regular course/programme reviews that are not yet in place.</p> <p>Assessments meet Service IQ external moderation requirements. Tutors mentioned that they double-sign assessments to ensure consistency and agreed judgements. Formal internal pre- and post-moderation is not occurring and needs to be put in place with the template forms created.</p> <p>Tutors note that the learning environment is inclusive, and opportunities are available to use new knowledge through practical application. Feedback to students on their progress is ongoing and continuous throughout their training.</p> <p>Newly contracted staff at Brittain's are adapting to the organisation's culture and teaching approaches. At present there are no measures in place to formally assess the quality of teaching. Informal peer observations are carried out and formal assessment of teaching would provide feedback to new staff. Measures for assessing teaching with an analysis of the feedback would support new staff to assimilate faster and offer reasons for any changes or updates required for quality delivery and assessment.</p>
<p>Conclusion:</p>	<p>Subject delivery is relevant and meets the needs of both students and stakeholders. Areas under development include greater emphasis on gaining feedback on the delivery and outcomes for learners, the regular review of each course and formal internal pre- and post-moderation.</p>

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Brittain's minimises barriers to learning with comprehensive interview processes and detailed engagement in discussions with schools, MSD and trainees to endeavour to understand trainee requirements and stakeholder needs. The course information provided before delivery to trainees helps to manage expectations and improve understanding.</p> <p>Each course is mapped to the graduate profile outcomes and contextualised to meet the identified needs of trainees. Trainees have positive relationships with staff which supports their motivation and engagement with their learning.</p> <p>The organisation is learner focussed with appropriate support offered. Trainees learning in small classes ensures full involvement in the course and one-to-one attention as needed.</p> <p>Feedback is collected via course sheets; the response rate for trainee feedback from courses was high and the feedback positive. Students affirmed they enjoy the training, gain skills and feel well supported by the trainers. There is limited evidence of collation and analysis of data around student learning occurring that could potentially lead to improved outcomes.</p> <p>A review has recently been completed on the domestic Code of Practice⁴, with actions noted including organising police checks.</p>
Conclusion:	<p>Brittain's fosters a good learning environment. Students are well supported by a range of facilities with a good focus on individual support and well-being, which provide a positive student experience. Ongoing analysis of feedback leading to improved outcomes from sound self-assessment is needed.</p>

⁴ For the pastoral care of trainees.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Brittain's has a clear purpose and direction with a focus on educational achievement. However, aside from maintaining achievement outcomes, its focus now is ensuring a sustainable business model in light of their loss of MSD funding. The general manager/owner uses ongoing involvement and contributions from external advisors to advise on strategy and future needs.</p> <p>The organisation is agile in its ability to change provision quickly to contextualise the offering of training to meet stakeholder requirements.</p> <p>This PTE has excellent relationships with schools and industry within the community. Memorandums of understanding, in place with secondary schools, need to be amended to further clarify roles and responsibilities, especially relating to police checking of staff.</p> <p>Good analysis of the inconsistency of outcomes in 2019 and 2020 for the MSD contracts would have produced clear reasons for the variability in contracted outcomes and could have guided and informed improvements.</p> <p>Staffing and resources are good. Trainers are experienced in their field. Most hold the assessment Adult Education unit standard 4098 and some are qualified or partially qualified towards an adult education certification. Brittain's supports staff to upskill if required. Resources for training at diverse sites are plentiful, with vehicles, laptops and printers all available.</p> <p>Staff are valued and are well supported by management via a flat management structure and an ongoing, open communication approach. Most staff are involved in operational and day-to-day discussions within the organisation. One-to-one discussions are also held, along with whole-staff meetings; however, these could be formalised along with annual course/programme reviews to ensure better capture of self-assessment information and any associated actions.</p> <p>Data analysis is not completed or used effectively to inform improvements. There is a need to focus on building internal moderation capability and ensuring a focus on managing the</p>

	provision of training to meet all contractual arrangements, including graduates moving into sustainable employment.
Conclusion:	Governance and management are agile in supporting the varied contextualised delivery and achievement. They are generally reliable in educational performance and meet most stakeholder needs, but self-assessment is still in its infancy. Varying graduate outcomes for contracted courses and several compliance issues could be alleviated with good review practices.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Most of the PTE's key compliance accountabilities are generally managed well, and the relevant legislation, including health and safety and first aid, is understood and implemented effectively.</p> <p>Annual attestations are submitted, and site approvals are kept up to date. Brittain's has completed a review of the domestic Code of Practice.</p> <p>From an employment outcomes perspective (i.e. 80 per cent of trainees/MSD clients off the benefit), MSD requirements were not met with the training scheme, and their contract with Brittain's has ceased.</p> <p>External moderation is completed successfully, with moderation outcomes verified by Service IQ. However, internal pre and post moderation is not completed through a managed process and this is now being co-ordinated.</p> <p>Reminders about keeping up to date with fit and proper person attestations, police vetting checks and the annual review of the training scheme were outlined by the evaluators during the EER, along with the need to update the roles and responsibilities outlined in the memorandums of understanding with various schools.</p>
Conclusion:	A focus on data analysis to ensure the training meets contractual arrangement outcomes and other compliance aspects is required. There is a need to be more cognisant of

	NZQA rules and any updates from NZQA through the specific online information outputs.
--	---

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 Brittain's 2005 Limited:

- Strengthen how they analyse and report achievement, to provide a more comprehensive picture across all demographics.
- Ensure formal internal pre- and post-moderation is occurring using the template forms created.
- Regularly and proactively monitor and respond to all compliance requirements.
- Systematically collect, analyse and use data to inform developments for teaching and learning, and the organisation as a whole.
- Analyse graduate outcomes and destination data to better meet current and future needs of the stakeholders and community.
- Undertake a thorough review of the approved training scheme.
- Regularly review NZQA Programme Approvals and Accreditation and Tertiary Education Commission Funding Rules to align (in all instances) required practice with rules and regulations.

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 fraud⁵*
- *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.*

⁵ 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz