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External Evaluation and Review Report

PORSE Education & Training (NZ)
Limited

Date of report: 8 June 2021

About PORSE Education & Training (NZ) Limited

PORSE Education & Training (PET) is part of a bigger company focusing on early childhood education and care. PET deals with in-home care, and delivers an NZQA-approved programme for in-home educators, distance learners and nanny interns. The New Zealand Certificate in Early Childhood Education and Care (Level 4) is the only programme currently approved for and being delivered by PET.

Type of organisation:	Private training establishment (PTE)
Location:	417 East Tamaki Road, East Tamaki, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 2018 – 213 (105.02 EFTS – equivalent full-time students) (Māori – 16; Pasifika – four) 2019 – 217 (108.50 EFTS) (Māori – 14; Pasifika – eight) 2020 – 133 (66.50 EFTS) (Māori – 10; Pasifika – four)
Number of staff:	Seven full-time
TEO profile:	See PORSE Education & Training (NZ) Limited on the NZQA website
Last EER outcome:	2016: Highly Confident in educational performance Highly Confident in capability in self-assessment
Scope of evaluation:	New Zealand Certificate in Early Childhood Education and Care (Level 4)
MoE number:	8224
NZQA reference:	C45327
Dates of EER visit:	30 and 31 March 2021

Summary of Results

PET has undergone significant changes since the last EER – a change in ownership, the engagement of new key staff members and restructuring of the organisation, and a new NZQA-approved programme. Through all the changes, PET has maintained quality in its programme delivery and provided vital outcomes to stakeholders.

Highly Confident in educational performance

The change in governance and management has allowed PET to be more proactive and innovative in ensuring sustainability for the organisation. Systems are enhanced for efficiency and the continuous quality of both programme delivery and pastoral support to learners.

Highly Confident in capability in self-assessment

Achievement is high, including that of Māori, Pasifika and under-25s, and outcomes are vital for learners, key stakeholders and the community. PET's systematic gathering and analysis of meaningful data means that it has a good grasp of achievement and outcomes, the factors affecting them, and effective and efficient ways to address any concerns.

Robust, ongoing review of the programme ensures its relevance, and that its design and delivery are well-suited to the learners. The collaborative culture among tutors promotes consistency and coherency in programme delivery. Moderation results, both internal and external, are positive.

The support students receive from tutors is a significant contributing factor to their motivation and engagement in learning. With the programme being online, regular communication helps tutors to identify learning needs and address any concerns at the outset.

There is an effective system in place to ensure that compliance accountabilities are managed well.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>PET has generally strong completion rates, including those of Māori, Pasifika and under-25 students.² There is a clear TEC³ commitment and an internal achievement target of 80 per cent. The completion rate is also close to 80 per cent, except in 2020 where completions were affected by the Covid-19 pandemic. PET tracks achievement every 10 weeks; and the regular review of student progress means any individual support needed is immediately provided. The withdrawal rate is another key area that PET regularly monitors and focuses on improving, through provision of tutor support and guidance, and a holistic pastoral care approach to students.⁴</p> <p>Students attested to gaining skills valuable to the industry. Gaining a solid foundation in early childhood education and care, in particular Te Whariki⁵, and confidence in what they do because of the good foundational knowledge and training, are important achievements in the view of the students. Equally, transferable life skills are gained, including improved literacy and numeracy, communication, leadership and organisation skills, which all provide the students with a sense of achievement.</p> <p>Māori and Pasifika students, while achieving on par with the rest of the student population, have low participation rates in the programme. Management is well aware of this and is intentionally building relationships with relevant stakeholders to</p>

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² See Appendix 1.

³ Tertiary Education Commission

⁴ The retention rate in 2019 was 86 per cent, and 80 per cent in 2020.

⁵ Te Whariki is the national curriculum document for early childhood education (ECE), to be used for all children from birth to school entry.

	provide awareness that early childhood education and care is a viable training and career option for Māori and Pasifika groups.
Conclusion:	PET has generally strong completion rates. Its self-assessment practices are effective in tracking and reviewing achievement, and the factors affecting them, on a regular basis. This enables PET to immediately address any situation detrimental to student progress.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>PET has a comprehensive review of graduate destination data which shows that a high majority are working in the ECE sector, with the rest going into further study. With the level 4 qualification, graduates are eligible to work in in-home or ECE centres. Some went on to work overseas as nannies, while others progressed to further study in the fields of teaching, nursing and psychology. One vital outcome of the programme is the students' improved awareness in their professional practice and having a benchmark for what quality care is. Confidence in their work improved because of this.</p> <p>Students gain knowledge of licensing requirements and compliance responsibilities and have opportunities to gain bicultural awareness and to incorporate Te Reo and Tikanga Māori in their practice. Self-care and mental wellbeing of the educator (student) is a focus of the programme – an essential outcome given the role the ECE educator plays in the community. For the children and their families, having educators with good awareness of quality care and Te Whariki, and solid knowledge of industry compliance requirements, is crucial.</p> <p>For some learners, the qualification they gained is the first in their family. ESOL⁶ learners also reported gaining increased literacy and communication skills.</p>

⁶ English for Speakers of Other Languages

	PET regularly gathers and analyses data on graduate destinations, which informs them of the value of the outcomes they provide in meeting stakeholder and community needs.
Conclusion:	PET produces skilled and competent educators, which benefits not only the children but the community in general.

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 level 4 programme is delivered predominantly online. Students have access to modules, supplemented with videos, forums and other online learning materials, with moderated and standard webinars, meetings and visits. The programme design is effective in considering the needs of the students, who are mostly working in the daytime providing in-home care. Each student is assigned a training tutor, who has the main responsibility for delivering the programme and assessing learners, and a visiting/programme tutor (i.e. verifier), who conducts in-home visits and verifies the student's skills and competencies on the job. The tutor and verifier have a close working relationship to ensure coherence in their respective roles. Written assessments and verified tasks complement each other to demonstrate the competencies gained by the learners.</p> <p>Tutors take a collaborative and intentional approach to promote consistency in programme delivery. A national moderator role ensures consistency in assessment. The moderation system is robust in that all assessments are pre-moderated, and post-moderation occurs twice yearly. Peer moderation was recently introduced as part of the drive to generate a culture of empowering staff and making moderation collaborative and constructive. Moderation results, both internal and external, are positive.</p> <p>PET has a rigorous system to ensure the programme is relevant. The programme undergoes a continuous review under the PTE's Level 4 Programme Task Force, which meets monthly. This informs the annual general academic review. Feedback from learners, graduates and relevant stakeholders is considered in</p>

	<p>the programme review which contributes to any relevant changes.</p> <p>PET seeks to mitigate plagiarism issues in the online environment with a clear policy on authenticity of assessments, which the students are informed of.</p>
Conclusion:	Robust review ensures the programme is relevant, and its design and delivery match the needs of key stakeholders.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The relationship-based approach used by tutors is effective in building rapport with the students, supporting them and encouraging them to be engaged in their learning. Students interviewed reported that the support they received from tutors provided encouragement and motivation for them to continue with their studies.</p> <p>The programme may be online predominantly, but students have direct and regular access to tutors through their weekly meetings, and any time they need additional learning support. Students interviewed noted the ease of following through the modules and the agile support given to them when needed. The chat forums in the online platform are well-used and keep students actively involved and in touch with other learners. Student needs are accommodated; for instance, the webinars and meetings are conducted in the evenings because the students are working during the daytime. Learning needs are addressed; for instance, students who do not prefer online assessments are given the option to do them by other methods, e.g. orally. Individual learning plans are drawn up specifically for those who are finding the programme challenging. For ESOL learners, translators are allowed to reconfirm that the information is interpreted accurately.</p> <p>Assessment tasks are clear, and constructive and timely feedback is provided to students about their assessments and their overall learning progress.</p>

	<p>Mental wellbeing is a significant part of the programme, and support from relevant agencies is available should the students need it.</p> <p>Aside from the regular discussions among team members, learning satisfaction surveys (mid-year and end-of-course) demonstrate that the students are well-supported.</p>
Conclusion:	The regular support provided by tutors is a big encouragement and motivation for students to be involved in their learning.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The new owners bought an organisation that has good legacy⁷ and well-run systems, hence the new management's focus is to future-proof what is already in place to ensure business sustainability. The goals are clear and strategies are in place, which includes broadening community reach and affiliations, investing in technology⁸, and streamlining processes for efficiency. An innovative approach to making the programme accessible to wider groups is currently being discussed with the relevant agencies.⁹</p> <p>The governance and management team have good communication and reporting systems between them, and are well-informed of student progress, completions, programme delivery and pastoral care matters. They are supported by well-qualified and experienced staff members, who are equally supported by the organisation through training and opportunities to develop professionally. The teaching development plan guides both teaching staff and management on staff capability needs. The culture of transparency, collaboration and trust fostered by</p>

⁷ The Rainbow Corner Group, which owns and operates the Rainbow Corner Centres around the country, bought the PTE in 2018. PORSE as an organisation has been in existence for 27 years.

⁸ PET recently invested in Moodle for the delivery and management of the level 4 programme.

⁹ PET is currently looking at applying to the ECE Translation Fund to deliver the level 4 programme in the Samoan and Tongan languages, either onshore or offshore. It is also looking at the possibility of programme delivery in Fiji.

	<p>management, the ‘whole-team’ approach of cohesively working together, and the heightened focus on staff wellbeing makes staff feel valued.</p> <p>PET is sufficiently resourced to support teaching and learning.</p>
Conclusion:	PET has a strategic and innovative governance and management team, supported by well-qualified and experienced staff members. Data is used effectively to ensure that educational achievement is supported.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>PET has effective systems in place to ensure compliance accountabilities with various regulatory agencies are met, and that the organisation operates in a legal and ethical manner.</p> <p>There is a clear delegation of compliance responsibilities among the senior leadership team members. The regular discussion on compliance during monthly meetings keeps the managing director on top of his overall responsibilities in this area.</p> <p>PET’s key compliance activities include:</p> <ul style="list-style-type: none"> • the only NZQA-approved programme is being delivered every 12 months, as a registration requirement • the programme is being delivered as approved, including learning outcomes, learning activities and hours • there is engagement in moderation activities • memoranda of understanding with work placements are in place, with clear responsibilities for each party • all educators (students) and staff members who deal with minors are police vetted • all verifiers are registered teachers with the New Zealand Teachers Council • the quality management system is comprehensive and live • health and safety systems in place and checked regularly

	<ul style="list-style-type: none">• NZQA attestations are submitted on a regular basis. The interim domestic Code has been reviewed.
Conclusion:	There are comprehensive systems in place to ensure that all key compliance responsibilities are met by PET.

Focus Areas

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

2.1 Focus area: New Zealand Certificate in Early Childhood Education and Care (Level 4)

Performance:	Excellent
Self-assessment:	Excellent

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. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix 1

Table 1. New Zealand Certificate in Early Childhood Education and Care (Level 4) – qualification completion rate

Enrolment #	2018	2019	2020
All enrolment	85.39%	79.74%	71.43%
Māori	81.48%	75.00%	50.00%
Pasifika	83.33%	88.89%	80.00%
Under-25	75.51%	76.00%	52.63%

Source: Summary PET Educational Breakdown

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 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 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

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. The Private Training Establishment Registration Rules 2018 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, 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