

# Report of External Evaluation and Review

MSL Training Limited

Highly Confident in educational performance

Highly in capability in self-assessment

Date of report: 17 July 2015

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# 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:	MSL Training Limited (MSL)
Type:	Private training establishment (PTE)
Location:	603 Great South Road, Manukau, Auckland
Delivery sites:	MSL's other delivery site is at 1 Fountain Lane North, Botany, Auckland
First registered:	18 June 1999
Courses currently delivered:	<ul style="list-style-type: none"><li>• New Zealand Certificate in Food and Beverage (Bar Service)</li><li>• New Zealand Certificate in Retail</li><li>• New Zealand Certificate in English Language (Levels 1 and 2)</li><li>• Youth guarantee (one programme in retail and one in hospitality)</li><li>• Training for Work funded delivery</li><li>• International Computer Driving Licence (Level 2)</li></ul>
Code of Practice signatory:	No.  Up until recently, MSL was a signatory, but did not enrol international students.
Number of students:	Domestic: around 250 learners: <ul style="list-style-type: none"><li>• 26 per cent Māori (64 learners)</li></ul>

	<ul style="list-style-type: none"> <li>• 28 per cent Pasifika (69 learners)</li> <li>• 47 per cent 'other' – Asian (114 learners)</li> </ul>
Number of staff:	16 full-time equivalents
Scope of active accreditation:	MSL has a vast range of accreditations, including consent to assess for domains in business administration, English language, food and beverage service, food safety, generic computing, hospitality, retail, sales, and work and study skills.
Distinctive characteristics:	Foundation education at levels 2 and 3
Recent significant changes:	<p>As of January 2015, the Tertiary Education Commission (TEC) discontinued competitive funding, student achievement component level one and level two, for MSL. This resulted in the closure of several level 1 and 2 programmes. MSL has to let go staff and closed two of their campuses. There was also a significant reduction in learner numbers.</p> <p>Since 2013, 80 per cent of MSL's hospitality level 3 programme has been delivered in the learner's workplace.</p>
Previous quality assurance history:	<p>NZQA last quality assured MSL in 2011. At that time, NZQA was highly confident in both MSL's educational performance and capability in self-assessment.</p> <p>MSL met all registration requirements at a NZQA validation visit in March 2013.</p> <p>MSL met all NZQA national external moderation requirements in 2014 and six of the seven unit standards moderated in 2013 met NZQA requirements. In 2012 moderation results were variable, requiring a moderation action plan.</p> <p>In the hospitality programme, MSL met ServiceIQ's external moderation requirements in 2013 and 2014. MSL did not meet ServiceIQ's moderation requirements in 2014 for the two unit standards that make up the License Controllers Qualification – MSL has indicated that it will be appealing that result.</p>

## 2. Scope of external evaluation and review

This external evaluation and review focussed on the following focus areas:

- Hospitality (Level 3). The hospitality programme (New Zealand Certificate in Food and Beverage (Bar Service) was evaluated because it is MSL's highest level of delivery and the programme with the highest number of learner enrolments at the Manukau campus. A high number of Māori and Pasifika learners enrol in this programme.
- English language – (New Zealand Certificate in English Language (Levels 1 and 2). These programmes were evaluated because they are the sole programmes that MSL delivers at the Botany site and are the programmes in which most learners enrol. These learners are predominantly Asian.
- Governance, management and strategy. This is a mandatory focus area and a significant focus for any organisation.

## 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.*

Two evaluators spent two days on site conducting the external evaluation and review (EER). The evaluation team visited both the Manukau and Botany sites as well as two bars where hospitality level 3 learners were training. The evaluation team interviewed the following people for the EER:

- MSL management
- MSL's course and career adviser
- Teaching staff in the English language programmes
- The tutor from the hospitality level 3 programme
- Teachers from the New Zealand Institute of Education (who teach English at levels 3 and 4)
- 26 graduates – 15 of the English language levels 1 and 2 programmes and 11 of the hospitality programme. Several hospitality graduates had originally enrolled in MSL's Youth Guarantee programme or at level 2
- Current students enrolled in English level 1
- Current hospitality level 3 students

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- Two bar managers training learners in the hospitality level 3 programme.

The evaluators reviewed a range of documentation during the EER. The MSL management team gave the evaluators a presentation on the organisation's educational performance and capability in self-assessment.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **MSL Training Limited**.

MSL provides a highly effective learning environment that supports and nurtures high achievement and valued outcomes. NZQA is highly confident in MSL's educational performance because:

- Learner achievement and outcomes demonstrate that the organisation is comprehensively meeting the most important needs of learners. Course and qualification completions are very strong: in the last few years, completions have been mostly above sector medians. Learners are motivated and develop goals of further study and career development. This was evidenced through strong destination outcomes and learners' aspirations conveyed to the evaluation team. Learners develop knowledge and skills that improve their lives.
- Highly effective processes are contributing to strong outcomes. These include:
  - Tools and initiatives to ensure learners enrol in the right programmes
  - Highly relevant programmes. The hospitality programme is mostly practicum-based. MSL's strong industry links ensure that learners are placed with employers for the majority of the programme. Learners in the English language programme gave numerous examples of how the training has been applied to everyday activities and has given them confidence to pursue goals in community involvement, applying for jobs and studying at higher levels
  - Recruitment of well qualified, experienced and highly effective teachers who go the extra mile for learners
  - Guidance and support that is tailored to individual needs and to minimising barriers to learning, and
  - A highly involved management team focused on strong educational achievement.
- MSL is responsive to change and engages effectively with stakeholders to ensure the relevance of programme delivery and to facilitate learner opportunities.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **MSL Training Limited**.

MSL values self-assessment and purposefully and insightfully gathers relevant information to inform learner-centric initiatives and improvements.

NZQA is highly confident in MSL's capability in self-assessment because:

- Self-assessment information collected and used to understand learner achievement and support learner needs is valid and of a high standard and quality. The organisation reviews a wide range of information, on an on-going basis, for this purpose. The data the organisation captures is learner centred and is sourced to ensure initiatives are driven by an understanding of what will work to enhance learner responsiveness.
- MSL pilots new initiatives to ensure they are appropriate and that they have the desired effect before implementation.
- All of MSL's programmes are regularly reviewed, and activities are well evaluated.
- Since the EER visit, MSL has established processes with its partner organisation, NZIE, to facilitate teacher reflection and sharing of pedagogical practice between the organisation's two hospitality tutors. This followed discussions during the EER about opportunities to add a further layer of external insight into programme review and to inform the effectiveness of teaching. MSL also has imminent plans to seek reciprocal opportunities with other providers at an upcoming national forum.
- Contingency planning is in the early stages of development and review and while risks, mitigations and key needs are still to be fully determined, and actions implemented, MSL has established strong management systems to contribute to consistency of organisation practice. Significant changes to student, staffing and campus numbers have had an impact on this planning, as well as other recent key areas of focus for the organisation.
- MSL engages with relevant stakeholders to review and develop programmes. The findings are used insightfully and lead to worthwhile improvements. A key example is the hospitality programme. It was redeveloped using industry feedback and is taught in the workplace. Close relationships with employers ensure ongoing communication of needs and expectations and this is supported by documented information (though the evaluators consider further information could be provided to enhance a consistent understanding of MSL's expectations). MSL's adapted hospitality programme is of high relevance to learners and stakeholders and is leading to increased employment opportunities for learners.



# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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 **Excellent**.

Learners achieve at a high level in both of the focus areas for this evaluation.

### *Focus area – Hospitality level 3*

As the following table shows, course completion results and their continued increase year-to-year are excellent for all learners in the hospitality, level 3 programme and were 97 per cent in 2014.

**Table 1. Hospitality level 3 course and qualification completions for MSL learners, 2012-2014**

Hospitality level 3	Course completion - all learners	Māori course completion	Pasifika course completion	Qualification completion - all learners	Māori qualification completion	Pasifika qualification completion
2012	89%	86%	89%	83%	86%	83%
2013	99%	95%	100%	97%	95%	100%
2014	97%	100%	100%	95%	95%	96%

Source: MSL

MSL has met national external moderation requirements for hospitality unit standards moderated at levels 2 and 3 in 2013 and 2014. This supports the validity of these results.

MSL attributes the ongoing yearly increase in achievement in this programme to programme revisions established in 2013. These revisions changed the programme to a hands-on, mentorship programme in the workplace, leading to increased employment opportunities for learners.

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

*Focus area – New Zealand Certificate in English levels 1 and 2*

Course completions for the levels 1 and 2 New Zealand Certificate in English Language programmes are strong across the two years that MSL has delivered the qualifications. This is seen in Table 2:

**Table 2. New Zealand Certificate in English Language course and qualification completions for MSL learners, 2013 and 2014**

New Zealand Certificate in	Level 1 course	Level 2 course	Level 1 qualification	Level 2 qualification
<b>2013</b>	98%	90%	94%	86%
<b>2014</b>	100%	100%	97%	93%

Source: MSL

Nearly all learners completed and achieved the level 1 qualification in 2013 and 2014. In 2014, 93 per cent gained the level 2 qualification. This improved on the 86 per cent qualification completion result in 2013. Learners and graduates from each of the focus areas gave examples of how their attitudes had changed, time management skills were improved, planning skills were developed, and how they had developed confidence to engage with others and set future goals.

*Organisational level achievement*

There is evidence of strong learner achievement at the organisation level. As Table 3 shows, in 2011 and 2012 organisation course and qualification completions exceeded the sector median and were around the sector median in 2013.

**Table 3. Overall course and qualification completions for MSL learners, 2011-2013**

(The numbers in brackets are the sector median for that year.)

	Course completion - all learners	Māori course completion	Pasifika course completion	Organisation qualification completion	Māori qualification completion	Pasifika qualification completion
<b>2011</b>	88% (81%)			88% (76%)		
<b>2012</b>	90% (80%)	86% (75%)	88% (79%)	90% (75%)	86% (74%)	83% (75%)
<b>2013</b>	84% (85%)	81% (78%)	80% (78%)	79% (80%)	77% (74%)	73% (75%)

Source: MSL and TEC2

<sup>2</sup> <http://pr2013.publications.tec.govt.nz/2013+Performance/Private+training+establishments>.

This document identifies PTE averages for Maori and Pasifika performance in 2013.

Successful course completions for Māori and Pasifika learners, while slightly under the organisation's results year-to-year, are continuously above the sector average. Pasifika and overall qualification completion results were only under the average in 2013.

The change in results in 2013, rather than being an issue with quality, reflects the significant change the organisation underwent that year including the implementation of new SAC-funded programmes at levels 1 and 2.

Strong results emerging for 2014 support the picture of an organisation achieving mainly excellent results, but which were impacted by significant changes in 2013. For example, course completions rose to 89 per cent for all learners at levels 1 and 2 in 2014, up from 83 per cent in 2013, and from 90 to 95 percent for all learners at level 3. This view is also supported by the fact that a programme such as the level 3 hospitality, which was well established by 2013, continued to do well in 2013.

Self-assessment in relation to understanding learner achievement is excellent. Learner achievement data is closely and regularly reviewed by the executive principal to gain a full understanding of every learners' individual performance. High-level data provides an overall snapshot of learner progress, but further information (such as literacy and numeracy testing results) is analysed at a closer level if changes in individual achievement are observed or concerns identified. Teaching staff assess individual learner's achievement closely and regularly report to management about this. Management also works closely with teaching staff to understand achievement. The managing director is regularly updated with a higher-level picture of how well learners are achieving.

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

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 **Excellent**.

MSL supports learners to aspire to higher-level study and/or higher-skilled employment and this is a key outcome for learners. In 2013, 78 per cent of MSL's learners progressed to employment or further training. Nearly all of the 20 plus graduates that the evaluators spoke with for this evaluation identified a strong wish that MSL offered higher-level qualifications so that they could continue their study with MSL.

Learners' goals shift after they start at MSL. Commonly, the original goal is completing a one-off course, but the goal changes to planning further study and focusing on career development or enhanced employment opportunities. The evaluators confirmed this across both of the very different focus areas evaluated.

In 2014, 79 per cent of English level 1 and 75 per cent of English level 2 learners progressed to further study or employment. This was evident from the evaluator's interview with 15 English language graduates. They very much valued that they could remain connected to MSL while studying to level 4 with the New Zealand Institute of Education (NZIE) – an organisation with the same owners as MSL. This is also of benefit to NZIE, who confirmed that most of their level 3 learners are from MSL and come well placed to enrol at this level.

The social gains for English learners are significant. Many of the English language graduates that the evaluators spoke with had lived in New Zealand for a number of years, but without the ability to communicate in English. As a result of their studies at MSL they actively engage in New Zealand society and have become active members of their English-speaking communities. This has provided them with increasing independence as they are no longer reliant on others to speak on their behalf to undertake everyday activities, such as shopping and going to the bank. Graduates and learners frequently discussed the confidence that they had developed to use English extensively as part of their everyday lives. Examples were given of how MSL tutors had assisted learners post-course through encouragement and reviewing curricula vitae and job applications.

MSL is yet to develop a self-assessment tool or process to collect information specifically to capture these key social outcomes being achieved, but is considering how to do this. MSL have captured a small number of video-clips of learners' journey from arrival to completion at MSL, but this has proved to be a logistically difficult option.

MSL's hospitality teacher has strong industry networks and uses these contacts to facilitate work placements for learners. These placements are integral to the teaching of the level 3 hospitality programme and job opportunities. In 2014, 70 per cent of graduates were in employment or further study. Nearly all of the first cohort from the 2015 hospitality programme (15/17) already have employment. This demonstrates that employers value the learners' work-readiness and skills. This is further confirmed by employer satisfaction feedback.

Hospitality learners make significant personal progress at MSL. In a short space of time it is evident that learners gain a qualification and obtain employment and/or progress to higher study. Some learners progress to manager roles. MSL provides hospitality graduates with the opportunity to gain the Licence Controller Qualification (LCQ) if they obtain employment, enabling and encouraging them to seek employment at manager's level. Five graduates from the 2013 and 2014 programmes are employed as managers and three more are in the process of completing the LCQ.

Nearly all of the 11 graduates of the hospitality programme interviewed for the evaluation had enrolled with MSL at levels 2 or 3 and are now studying or planning to study at levels 4 or 5, or at degree level in the hospitality area. MSL's partnership with NZIE has supported part of this journey and has helped make progression to level 5 attainable.

MSL has been able to track the destinations of around 75 per cent of its graduates. This is achieved by a comprehensive monitoring approach which involves the recording of information obtained 'informally' (such as through ongoing relationships and social media) and by a more targeted follow-up of graduates from whom no information has been gathered. To assist with this, MSL surveyed learners to identify their preferred mode of communication after they had graduated. MSL has also developed innovative ways to encourage graduates to contact MSL about their progression post-study.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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 **Excellent**.

One indicator of the strong relevance of MSL's programmes and activities is the high number of learners that enrol with MSL due to recommendations from MSL learners (45 per cent).

The placement test in the English language programmes ensures that learners are accurately placed in the right level of study from the outset. The accuracy of the test is highly valued by learners (including those who initially thought they may be at a higher level as a result of their studies at other organisations) because it contributes to their achievement. Teachers consider the test to be nearly always accurate (about 98 per cent of the time). Its accuracy was confirmed by NZIE staff who value that learners enrol in higher-level study adequately prepared for the next level. The test has been continuously improved to ensure it is robust.

MSL's 'kick-start' programme also contributes to ensuring learners enrol at the right level of study, and is particularly useful when learners may be very close to a different English language level. It is a two-week 'taster' that gives learners the opportunity to try out a programme before committing to it. This is an approach strongly promoted in literature and research, particularly for foundation learners or learners new to tertiary study. It provides MSL the opportunity to gauge if learners have enrolled in the right programme and to learn more about learners' backgrounds and academic and pastoral support needs.

MSL clearly values and uses learner and stakeholder feedback to inform programme review and development. Initiatives are piloted before they are implemented and MSL conducts special surveys to get learner input to inform the development of activities. Close monitoring of learner attendance and regular analysis of achievement information also helps ensure that programmes and activities match learner needs.

Learner and stakeholder feedback confirms the relevance of programme content, resources and activities. Learners in the English language programmes valued the *Final Report*

course book they receive, saying that this is not always standard practice at other education organisations. Learners have been able to use the resource since completing their studies. Learners attribute their significant progress in English language to the regular homework activities, field trips, 'New Zealand English' guest speakers and opportunities to practice English.

The hospitality programme is mostly taught in the work place (80 per cent of learning). The tutor and bar managers mentor and closely supervise learners. This model of learning is relatively new for MSL. It was established in 2013 in response to industry feedback actively sought by MSL. Industry identified that they would be unlikely to employ learners if their experience was solely classroom-based. As discussed in finding 1.2, strong employment outcomes demonstrate that MSL has matched the needs of learners and stakeholders well in reconfiguring the delivery of the programme.

The hospitality tutor's strong industry networks are important to securing the work place arrangements that enable the programme to be taught in its current manner. Therefore, it is good to see that MSL are considering wider opportunities (internally and externally) that are not so dependent on one key staff member.

Communications to the bars and managers are largely informal and relationship-based reflecting the strong relationships between them and the hospitality tutor. This works well in facilitating the tutors' need to be constantly present to teach in the workplace. It also means that the managers have no hesitation in contacting the tutor if they think learners needs particular guidance or direction.

MSL has memoranda of understanding in place with each bar where learners train. The requirements expected of the bars in terms of ensuring learners understand the requirements of an organisation's code of conduct and operating procedures are documented, as are the different work duties learners are to undertake.

The evaluators consider that one area that MSL could develop as the programme grows and different relationships are established with different bars is the documentation of any specific areas of conduct that MSL expects to be consistently followed by all participating bars in terms of learners' mentoring. This could cover matters such as expectations about dealing with issues that arise and specific duties or situations that learners should not be involved in.

Presently these sorts of matters seem well managed informally through the close relationships and regular discussions the tutor has with each bar, and the close monitoring of learners in the workplace by the tutor. In a number of cases the managers/mentors are MSL graduates, and this works favourably, given their experience of the programme. Formalising these expectations would ensure consistency irrespective of the bar or MSL tutor involved.

Stakeholder input into programme review is relevant because it is immediate and involves stakeholders closely attached to each programme – NZIE in the case of learners' preparedness for higher-level study, and the bars in which hospitality learners train.

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Additional input into programme development and review from stakeholders more external to MSL could offer MSL additional insights. To this end, in the hospitality programme, MSL advised that it was soon to host a wider industry gathering to showcase the programme, during which it intended to seek industry feedback on the programme. MSL also sees the first upcoming quality review of the New Zealand Certificate in Food and Beverage as a networking opportunity to formulate best practice conversations and potentially establish collaborative arrangements with others in the sector.

#### 1.4 How effective is the teaching?

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**.

Learner and graduate feedback attests to a high level of satisfaction with the teaching. Feedback describes teachers as knowledgeable, responsive, and highly caring. They communicate closely with learners as individuals. The evaluation team heard that teachers work hard and go the extra mile for their learners. In turn, learners identified during the evaluation that this makes them work hard for their teachers, and provides them with strong motivation to develop and achieve appropriately challenging goals (as seen by progression results).

Teaching staff across programmes exhibited a shared understanding that their role is to give learners key skills to improve their lives. Teachers also encourage peer mentoring and collective responsibility for learning and learner wellbeing.

Teachers are well qualified, experienced and engaged in professional development opportunities. Internal professional development includes a professional development day held once a month, described as 'a time to interact,' and valued for the sharing of teaching and assessment practice and learners' progression stories. It was evident that the English language teaching staff work well together and that there is a high level of informal sharing and support.

Programme curriculum appears well structured and regular assessment provides a solid understanding of learners' progression. Teaching content is reviewed using learner and stakeholder feedback (e.g. a greater written component was introduced into the English level 2 programme to better prepare learners for level 3, following feedback from NZIE).

Teachers self-reflect on the effectiveness of their teaching. Performance appraisal processes supports teachers in this self-reflection through providing teachers with student feedback, achievement data and management's observations. Teachers also receive feedback from learners' families. Families regularly tell the hospitality tutor that their learners 'never stop talking about her' and they constantly speak of their learning when they are at home. The executive principal undertakes 'spot checks' on the quality of learners' assignments. She is a regular face in the classroom and undertakes mini informal teaching observations.

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Contingency planning for the level 3 hospitality tutor is only in an early stage. The further formalisation of MSL's expectations of bars and managers in the hospitality programme (as discussed earlier in findings 1.3) would contribute to contingency planning, as would considerations tied to the health, safety and risks related to the industry. MSL has identified and employed a teacher's aide as a part of their contingency plans, but given that person's other study and family commitments, a further area for consideration is the availability of tutors to suit the opening and closing hours of the hospitality industry given that the current tutor is on hand to train learners in the workplace in evenings, and on occasions has provided transport to learners if they are in the workplace on a late shift and have been unable to get home. This is an important contribution to learner safety given the realities of bar work in the evenings.

When asked if peer teaching observations would be useful, tutors in the English language programme identified that they would have little extra time to observe one another's teaching. Additional observations and feedback on teaching practice from an external source could potentially add further value to teaching reflection and bring insights to MSL's different programmes from outside of the organisation. This may also benefit the hospitality tutor, who is the sole tutor teaching in hospitality at level 3. Since the EER MSL has confirmed that it has established a process with NZIE to facilitate reflection and sharing of practice between each organisation's two hospitality tutors.

National external moderation results have improved since 2012 and results in 2013 and 2014 are mostly positive. Moderation results from the relevant industry training organisation (ITO) showed that assessment met national external moderation requirements in the hospitality programme in 2013 and 2014. There was some complimentary feedback provided on the quality of assessment for one assessment sampled, but also some changes to note for future reference for another unit standard that was moderated. The ITO identified some areas for ongoing review for MSL, particularly relating to assessment in the LCQ area, though MSL has indicated that it will be appealing that result.

Management reviews each teacher's effectiveness through a range of data broken down to a teacher level, including data relating to learner attendance, retention, learner completions, assessment results, resit information, unit standard achievement, and progression.

## 1.5 How well are learners guided and supported?

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 **Excellent**.

Learner guidance and support is purposefully targeted to individual needs and is informed by organisation-wide needs assessment processes and initiatives. This



demonstrates the strong links between highly effective self-assessment and the excellent level of guidance and support provided to learners.

Enrolment conversations and the 'kick-start' period (which provides learners with a 'taster' of what to expect) is very well used to learn about each learner's background and to understand the circumstances that may impact on their learning. This information is used to tailor activities to learners and minimise potential learning barriers. For example, in the hospitality programme a 'motivational plan' is developed which identifies what will work best to keep learners engaged. Information about matters such as childcare or other personal responsibilities are factored into the bar training rosters.

'Kick start' also ensures learners are guided into the right programme and, if not, MSL supports learners to consider other options (whether at MSL or elsewhere). As discussed in findings 1.3, the English language placement test is another mechanism used to effectively guide learners into the right level of study, including learners who had initially thought that they should enrol at higher levels.

Other key support processes include 'catch up Friday', which provides learners with extra time and support if they need it to get up-to-date with learning. Learners' numeracy and literacy is tested at the beginning, middle and end of the programme. MSL uses the mid-point assessment to identify any specific support individuals may require. Attendance is also monitored very closely and is used to identify any need for increased support.

MSL go the extra mile to ensure that conditions are optimised for learning and personal wellbeing. This extends to assisting learners with transport and food. Learners (and teachers) see the administrator at the Botany campus as an important point of contact for learners to express any needs they have. This administrator is considered highly approachable and establishes relationships with learners from the point of enrolment.

Graduates attribute their achievement to MSL's firm but highly supportive approach and identified times when they had been appropriately 'put in line' when heading in the wrong direction. As such, MSL was described as a family in almost every conversation the evaluators had during this evaluation.

Learners' families are encouraged to support learners' education, including the novel cocktail day held on Fridays (families are invited to observe hospitality learners in the work place). MSL also indirectly encourages learners who require extra guidance to approach their confident and mature peers for direction and role models.

Learners are guided and supported into employment and further study. The effectiveness of this is seen by the strong progression observed in findings 1.2 of this report, as well as learners changing their mind-sets from focusing just on one course to moving from course to course. The course and career advisor has spent time with each programme discussing qualification progression opportunities. He encourages learners and raises their awareness of scholarship opportunities.

MSL maintains a very strong understanding of and focus on each learner's ongoing personal circumstances, strengths and weaknesses. The organisation uses this information effectively to provide an excellent level of guidance and support.

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

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 **Excellent**.

MSL has effective staff recruitment processes that attract experienced and qualified staff who share a common ethic of going the extra mile for learners and a common aim of encouraging and supporting learners to develop goals and skills that will lead to better lives. Staff development is supported at MSL and staff feel valued. In particular, staff appreciate the respect, trust and freedom that they are given to develop programmes and to access resources to support learning and teaching.

The evaluators saw several examples showing that programmes are well resourced and that governance and management are responsive to suggestions to allocate resources to enhance learning. Examples included projectors purchased for the English language programmes, the provision of a course book for English language learners, and financial assistance and incentives to help learners attend training and remain motivated. New programmes are implemented with strong resourcing in place to ensure their effectiveness. For example, the English language programmes were set up with support from NZIE staff experienced in teaching learners from other countries. This programme has achieved strong learner achievement from the outset.

Stakeholder engagement is effective and ongoing. It purposefully focuses on ensuring the relevance of MSL's programmes and obtaining opportunities for current learners. MSL actively engages with stakeholders at all levels of the organisation and this engagement is also well aligned with MSL's purpose and mission. For example, the course and career advisor is engaging with schools and industry to raise awareness of education opportunities for Māori and Pasifika learners and to facilitate career opportunities for MSL students. The evaluators did consider that an added layer of external insight may be of benefit in contributing to programme review and teaching (as discussed in findings 1.3 and 1.4) and is aware that MSL has undertaken and is planning further developments in this area in the hospitality programme.

MSL has demonstrated effective and responsible leadership by actively securing roles elsewhere for some staff that lost their jobs as a result of TEC stopping competitive funding. The managing director was supported by a business mentor during this time. MSL also actively secured other opportunities which aligned strongly with the organisation's foundational education purpose. The organisation

secured additional youth guarantee funding and established a relationship with an external trust to provide computing programmes in 2015.

MSL is responsive to change and has been quick to act in response to qualifications changing from national to New Zealand certificates. MSL has been innovative in its development of the hospitality programme and is focused on continuity, since a key strength of the programme is the highly relevant connections, skills and strengths of one tutor. This focus includes early steps being taken towards contingency planning, though as discussed at Findings 1.4, contingency planning is only yet in an early stage and there is still work to do.

The evaluators did not see strong evidence of ongoing contingency planning at a governance level to address the situation of the executive principal no longer being able to fulfil that role in terms of the type of person best suited to the role, and how the many facets of the role are understood and could be fulfilled effectively. But MSL has implemented strong systems and tools in the areas of knowledge and management and accounting. Therefore, the evaluators accept MSL's indication that it could adequately cover the role internally on an interim basis if needed.

Otherwise, and as discussed throughout this report, self-assessment to understand and support learner achievement is of a high standard. Data is captured and analysed from a number of sources, strengthening the findings with solid triangulation. Self-assessment is highly valued within the organisation and is learner-focused. Information is used insightfully to continuously improve. Improvements are made carefully and trialled to ensure that changes give desired and worthwhile results.

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

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

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

### 2.2 Focus area: English language (Levels 1 and 2)

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

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

### 2.3 Focus area: Hospitality (Level 3)

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

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

# Recommendations

NZQA recommends that MSL:

- Add to the information it conveys to industry in the hospitality programme about MSL's expectations relating to learners' workplace duties and about addressing any issues that arise to ensure expectations and requirements are clear and consistently understood by all employers, particularly as the programme grows
- Continue to progress contingency planning, particularly in the hospitality programme and including the areas outlined in the body of this report.
- Embed greater external insight into programme reviews and teaching and continue to develop relevant opportunities in this area.

# 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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*Final Report*