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External Evaluation and Review Report



MSL Training Limited

Date of report: 12 September 2019

About MSL Training Limited

MSL is a family-owned foundation training provider and is a pathway provider for Māori, Pasifika and young people to gain skills, experience and qualifications to help them into careers. MSL offers programmes and pathways in supported learning, retail, hospitality, youth training and English. MSL is currently one of the largest tertiary provider of NZQA qualifications to students with special educational needs.

Type of organisation:	Private training establishment (PTE)
Location:	603 Great South Road, Manukau, Auckland
Code of Practice signatory:	Not a signatory
Number of students:	Domestic: MSL Training has 211.85 EFTS Current learner numbers = 387 as at April 2019 – Māori 14 per cent, Pasifika 15 per cent Other distinctive statistics: 22 per cent of learners are under 25 years of age; 70 per cent are female; 37 per cent identify as Chinese
Number of staff:	44 full-time staff, five casuals/relievers
TEO profile:	See: NZQA - MSL Training
Last EER outcome:	Highly confident in educational performance Highly confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Certificate in English Language (Level 2) 200 students• Supported learning programmes – 48-plus students• New Zealand Certificate in Hospitality (Level 2) 42 students
MoE number:	8252
NZQA reference:	C35024
Dates of EER visit:	26-28 June 2019

Summary of Results

The programmes offered at MSL are in response to identified community needs. Excellent teaching and support allow learners to gain personal and specialised skills to help them succeed personally, to secure employment, or engage in further study.

Highly Confident in educational performance

- Overall performance and achievement are good. Programme completions declined slightly for 2018 but lifted for the first half of 2019.¹
- Programmes have a clear relevance and fit to both target groups and the local economy and are delivered in contexts appropriate to student and community needs. All sites are well resourced.
- Students are meaningfully engaged in their learning, acquire useful skills and knowledge, and are well supported to succeed in both personal growth and formal assessment.

Highly Confident in capability in self-assessment

- Excellent pastoral care and follow-up processes are effective. Mainstreaming foundation learners is significant in minimising barriers and supporting learning. Stakeholders, including iwi and family, confirm that MSL graduates are making positive changes in their lives as a result of their learning.
- The organisation is well managed and has clear values and purpose reflected across all sites. This aspect is recognised by the increase in funding from the Tertiary Education Commission (TEC). Strong leadership supports and monitors the organisation's direction and mission.
- Constructive, ongoing self-assessment is comprehensive and authentic. Innovative ideas using staff expertise and knowledge are valued and used.

¹ See Table 3 Appendix 1

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>MSL has good overall programme and qualification achievement rates, although programme completion rates declined slightly in 2018 (see Appendix 1). This was attributed to an unsuccessful change in the enrolment process. Cohort-based qualification completion is very strong. MSL benchmarks well against the PTE median, although this could be improved by direct comparisons with similar TEOs.</p> <p>MSL has a comprehensive understanding of achievement across all learner groups. Priority groups³ achieve parity with other learners. Māori and Pasifika learners achieve above-sector averages in the vocational and supported learning programmes, with the under-25 students also achieving well in vocational programmes.</p> <p>The supported learning learners achieve well as a result of their learning. They engage with the wider society day-to-day and undertake further learning or community involvement. NZCEL⁴ and hospitality pass rates are credible, with good outcomes noted.</p> <p>There is excellent self-assessment around achievement. MSL ensures tutors are included in the interview and enrolment process which creates good alignment of learners to programmes and reduces withdrawals.</p>
Conclusion:	MSL's foundation education provision contributes well to learner progress, often following little prior achievement. A consistently high proportion of students complete qualifications, resulting in employment or pathway learning.

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 Māori, Pasifika and under-25-year-olds

⁴ New Zealand Certificate in English Language

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Training and other outcomes are highly valued by students and stakeholders, as shown by learner and community feedback. There is strong progression through all of the levels within each programme offered depending on capability.</p> <p>All MSL students and graduates note high value in the outcomes. For example:</p> <ul style="list-style-type: none"> • for some it is their first qualification • some go into part-time/full-time employment • some noted the ability to be a more active and engaged participant in the community • some noted they are re-engaged with education or the workforce • some noted improved mental health as well as confidence and better connections with others. <p>MSL knows what adds value and keeps track of all graduates and their outcomes. There is follow-up contact through graduates' visits to campus and phone surveys.</p> <p>English language development leads to improved self-confidence and more engagement in the wider society, community and the local economy.</p> <p>For supported learning students, there is value in personal growth in skills and abilities in terms of confidence, autonomy and the setting of new attainable goals. Some enter employment in supported environments.</p> <p>Hospitality students complete well and progress to level 3 programmes, with some also gaining part-time work immediately after level 2.</p>
Conclusion:	There is strong evidence across all programmes that students and key stakeholders gain value in the outcomes of personal wellbeing and/or employment from their time at MSL.

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>All programmes are face-to-face and student-centric. A wide variety of activities are provided to meet the requirements of the graduate profile outcomes and the needs of the diverse group of students and programmes. A Kick Start programme provides good guidance of where learners are enrolled for 'best fit'.</p> <p>The English programmes have well-qualified teachers, and each has a clear understanding of the limits of the connection between teaching using a textbook and the competency requirements of NZCEL. Intentional, additional assessment events and evidence (e.g. film and sound) assure coverage. English for migrants has obvious resource needs, and benefits from engaging graduates in the wider society.</p> <p>Well-qualified supported learning tutors have an excellent understanding of the needs and limitations of their students and what they need for their day-to-day engagement in society.</p> <p>Teachers are well qualified and experienced in hospitality and deliver the programmes in a purpose-built café. This enables the application and consolidation of the theory and enhances the learning experience and relevance to the student.</p> <p>Assessment practices are purposely varied. For vocational programmes, practical 'real-world' experience is used. All programmes incorporate formative assessment opportunities to discover prior knowledge and to gather feedback to inform delivery. Students are provided with ongoing opportunities to reflect and give and get feedback on their progress to inform teaching and learning. Good internal pre- and post-moderation maintains academic standards, and MSL performs well in external moderation by NZQA and the industry training organisation, ServiceIQ.</p>
Conclusion:	Programmes have a clear relevance and fit to both target groups and the wider economy. Inventive delivery of programmes meets the educational and developmental needs of three distinct and diverse cohorts.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Support processes are thorough, robust and effective through an inclusive and respectful environment which is consistent across all sites visited.</p> <p>MSL encourages an inclusive, well-supported environment with an open-door policy to ensure tutors and students alike are able to seek advice and support as and when required. Family and support staff can visit the classroom and meet with tutors and the principal to discuss any challenges or concerns, thereby minimising barriers to teaching and learning.</p> <p>Care is taken with recruitment through the Kick Start programme (before actual enrolment) to ensure learner needs are identified. This provides useful information for teachers to note and respond to needs.</p> <p>Ensuring student readiness across all areas – including selecting students for work opportunities and matching student needs – is carefully managed. MSL encourages students to continually question themselves, make positive changes and ask for support when they need to adjust. Excellent pastoral care and follow-up mitigate barriers to learning.</p> <p>MSL engages support workers in class in foundation learning and all staff can refer learners for counselling. The PTE has comprehensive incident reporting and incidents are dealt with and managed well.</p> <p>Helping supported learning students to mix with the mainstream has brought about good engagement skills, sociability and mutual understanding.</p>
Conclusion:	Students at MSL have a supportive learning environment which contributes to high achievement and valued outcomes.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>MSL champions a shared philosophy and values across the organisation and across all sites to support strong educational and personal achievement.</p> <p>Management has a clear focus on the future and is proactive in deciding different initiatives, changes and the future direction to ensure the ongoing sustainability of the PTE. This includes site selection and facilities, programme relevance, well-qualified staff, and resources. An example is the bringing together of two different groups of learners to one mainstream who then support each other in their learning.</p> <p>MSL has a risk management plan which is reviewed as part of the organisational strategy. The plan includes responding to changing market demands and changes in funding, staffing, health and safety. Staff are brought together regularly across the campuses for professional development and to prevent 'silo' thinking.</p> <p>There have been no significant changes to the organisation since the previous EER (site changes and café installation noted). The new café is an excellent and timely addition. Resourcing of all facilities and educational resources is very positive.</p> <p>Growth is carefully planned and has been included in the successful integration of Albany into the Takapuna campus. There are a large number of direct reports across the three campuses to the principal; this has been recently discussed with management given planned growth in staff.</p> <p>The TEC's confidence in MSL is expressed through additional funding.</p>
Conclusion:	The management team has clarity of vision and purpose and this links well to organisational expertise and capability and the programmes offered.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>MSL has a clear understanding of its compliance accountabilities and has effective systems for managing compliance requirements well.</p> <p>Indications of effective compliance management include:</p> <ul style="list-style-type: none"> • Submitting NZQA attestations and returns within the required timeframes • Maintaining currency in NZQA and TEC compliance obligations and delivery contexts; a routine 2017 TEC audit against funding conditions identified three minor matters (under-delivery, three students not SDR reported, and repeat qualifications) which were resolved by immediate remedial actions • Monitoring key legislation • Engaging with all required external moderation (supported by internal moderation) • Completing internal teaching hours audit to ensure compliance • Ensuring the current versions of qualifications are being offered; triangulation shows that content/hours/weeks match NZQA approval • Managing risk through contingency planning around attendance • Mitigating risk by carefully staying within the PTE's areas of expertise and staff capability.
Conclusion:	MSL manages and monitors its ongoing compliance responsibilities well by maintaining currency with legislation and managing risk with internal audits and contingency planning.

Focus Areas

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

2.1 Focus area: English language programmes

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	NZCEL pass rates are credible. Learners are generally mature students, with significant previous education and life success and high motivation to succeed for re-settlement. There were no concerns about assessment, based on NZQA external moderation findings and descriptions of assessment controls and moderation within MSL.

2.2 Focus area: Supported learning

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The three levels available increase opportunities for longer and deeper engagement with learners. Differentiated teaching is occurring to reflect the needs of the learners and minimise any barriers to learning. Collaboration and engagement with other programmes (English, hospitality and retail) is a huge advantage to student learning. Personal growth and confidence and positive social experiences occur.</p> <p>Achievement is through changes in the learners' ability for day-to-day engagement in the wider society, and to undertake further learning or community involvement. The learners can apply core capabilities of confidence, basic knowledge and skills including literacy and numeracy.</p>

2.3 Focus area: New Zealand Certificate in Hospitality (Level 2)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>This qualification shows good pass rates considering that the younger cohort often pathways from supported learning. Students are well motivated to increase their learning. Moderation is good based on results from ServiceIQ and NZQA.</p> <p>The learners enjoy benefits in literacy, numeracy and cash handling/EFTPOS skills. The new café increases the relevance of the training.</p> <p>The programme has credible pass rates and useful content for entry-level work, including food safety, customer service, teamwork, and soft skills awareness and development.</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.

NZQA recommends that MSL consider:

- Comparing each priority group with the rest of the cohort and not with 'all students'.

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

MSL programme completions

Table 1. Programme completion rates

The proportion of programmes completed in a given year are detailed below. The figures in brackets are PTE industry averages.⁵ The table includes data from the TEC EPIs (educational performance indicators), Nga Kete, and MSLs Enrolpro SMS system.

	2015	2016	2017	2018
Level 1	99.6% (64.3%)	95.5% (65.5%)	88.8% (67.4%)	86.4% (TBC)
Level 2	91.2% (67.3%)	94.8% (65.5%)	92.3% (67.8%)	82.6% (TBC)
Level 3	93.4% (82.1%)	91.9% (75.3%)	85.2% (75.0%)	84.6% (TBC)
Level 4	N/A	63.2%	76.4%	81.5%
Overall all MSL students	96.6%	92.8%	89.5%	84.4%
Sector ranking	18/184	24/173	54/205	TBC

Table 2. Cohort-based qualification completion rates

The proportions of students who have completed a qualification are detailed below. The figures provided through the TEC are for all learners and are based on cohort finish dates in the respective years. The figures in brackets are PTE industry averages.⁶

	2015	2016	2017	2018
Level 1	84.6% (51.8%)	97.8% (53.3%)	92% (52.9%)	80.9% (TBC*)
Level 2	83.1% (58.1%)	89% (59.2%)	92.3% (59.0%)	85.5% (TBC)
Level 3	96.8% (67.2%)	89.1% (66.8%)	89.9% (66.2%)	80% (TBC)
Level 4	N/A	60.1% (70.2%)	74.4% (67.3%)	80.1% (TBC)
Overall all MSL students	85.3%	90.9%	91.4%	82.7%
Sector ranking	35/246	19/229	16/219	TBC

⁵ TEC SAC-funded providers only

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*TBC – no published detail at the time writing

Table 3. EPI data comparison

The table compares programme and qualification completions for the January to July period of 2018 and January to July 2019; showing lifted outcome for the first half of 2019 for all and separately for Māori and Pasifika learners.

Comparison of EPI data January-July 2018 and 2019			
Programme completion across all funding streams	January 2018-July 2018	Qualification completion across all funding streams	January 2018-July 2018
	83.26%		82.18%
	January 2019-July 2019		January 2019-July 2019
	87.32%		85.62%
Increase over the same period 2018 and 2019	4.06%	Increase over the same period 2018 and 2019	3.44%
Programme completions Māori and Pasifika			
	2018	2019	Increase between 2018 and 2019
Māori	72.33%	75.67%	3.34%
EPI	75.42%	79.33%	3.91%
Qualification completions Māori and Pasifika			
	2018	2019	Increase between 2018 and 2019
Māori	72.23%	74.67%	2.44%
EPI	75.05%	78.12%	3.07%

Table 4. Programme completion rates for Māori and Pasifika (qualification completions in brackets)

The 2019 outcomes show good performance and consistently high performing results for Māori/Pasifika.

	2016	2017	2018	2019
Māori learners				
Levels 1 and 2	48%	80.35%	82.35%	88% (81%)
Levels 3 and 4	78.80%	74.00%	73.80%	92% (89%)
Pasifika learners				
Levels 1 and 2	39%	77.30%	76.40%	82% (82%)
Levels 3 and 4	75.45%	93.35%	82.80%	87% (87%)

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 fraud⁷*
- *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.*

⁷ 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/>.

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