

Report of External Evaluation and Review

ICENZ Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 21 May 2014

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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:	ICENZ Limited
Type:	Private training establishment (PTE)
Location:	45 Hawkestone Road, Marton (Head Office) 373 Wellington Road, Marton (Marton Learning Centre) 1 Tui Street, Taihape (Ruapehu REAP (Rural Education Activities Programmes) programme venue)
Delivery sites:	Two sites, as above
First registered:	August 1999
Courses currently delivered	<ul style="list-style-type: none">• ICENZ Surf & Learn programmes: intensive literacy and numeracy, ICT (information and communication technology) and ESOL (English for Speakers of Other Languages) in Marton and Taihape• Industry short courses (for Skills Active Aotearoa, Primary Industry Training Organisation, NZ Motor Industry Training Organisation, InfraTrain New Zealand – on demand)
Code of Practice signatory?	No
Number of students:	Domestic: 40 part-time students (five equivalent full-time students (EFTS)) at the time of the

external evaluation and review (EER). There is continuous enrolment into the Surf & Learn programme, with funding by the Tertiary Education Commission (TEC) in 2013 for 75 students; 20-25 per cent of students seek and gain permission to complete a second allocation of 100 hours.

Students are a variable mix of Māori, New Zealand European and Pasifika (mainly Samoan), given the continuous enrolment into the programme. In 2012, of 71 students in total during the year, 30 per cent were Māori, 45 per cent were New Zealand European, and 21 per cent were Samoan. Twelve ESOL students were able to have an extended course of 200 hours.

International: nil

Number of staff:

Two directors, one of whom is also the manager and a tutor of the Surf & Learn programme delivered in Marton and Taihape; three part-time tutors

Scope of active accreditation:

ICENZ has consent to assess against a number of domains and sub-fields (including ESOL, English Language, Occupational Health and Safety Practice, Workplace Health and Safety Management, and sub-field Water Industry)

The primary assessment undertaken at present is in the sub-fields of Computing, Commercial Road Transport, Communication Skills, and Core Generic skills, for which consent to assess is held to level 3. Consent to assess against the domains for Measurement and Number is held for level 1.

Distinctive characteristics:

ICENZ has key areas of expertise in foundation learning for work and lifelong learning. It specialises in providing literacy, numeracy and computer skills to learners from four particular groups in the Rangitikei community: Māori and whānau; parents of school-age children who are preparing for return to the workforce; adults upskilling for new roles after redundancy, illness or accident; and Samoan migrants, for whom these skills as well as English language skills are provided.

ICENZ has a memorandum of understanding with

a Marton-based transport company, Rangitikei Enterprises. ICENZ, in association with Rangitikei Enterprises, provides NZQA-registered qualifications for the road transport and logistics and infrastructure industries.

ICENZ also provides consultancy services on an as-requested basis, in needs analysis, upskilling and corporate services, with a specialist consultancy (Watermark Training and Consultancy), also operating under the ICENZ trading name. Training in these areas is provided in communication management, change management and the water industry. ICENZ and its consultancy business Watermark are jointly managed and administered by the two directors of the PTE.

Surf & Learn is a short course of 100 hours, funded by the TEC to teach literacy, numeracy and basic computing and internet skills for students to upskill for their existing work, future employment, or for accessing other learning.

Recent significant changes:

During 2012-2013, some level 1 unit standards have been trialled, following the use of the TEC literacy and numeracy assessment tool since 2009. During this time, ICENZ has improved and extended the delivery of the Surf & Learn programme, from its original sites in Marton and the Ratana Pa near Marton. The programme is now delivered at the PTE's site in Marton, as well as at the REAP Centre in Taihape through a memorandum of understanding. In the past two years, additional classes have been provided in response to specific student needs or interests when they are not able to be adequately met in the classroom. Examples have included assistance with job searches, driver education and courses in 'Kiwi cooking' and 'DIY' food and groceries, these latter provided specifically at the request of Samoan immigrants.

Previous quality assurance history:

The last NZQA quality assurance of ICENZ occurred in 2009. All parts of the quality assurance standard then in use were substantially met. The PTE has an investment plan lodged with

the TEC, and continues to meet the achievement and reporting requirements associated with the TEC funding that it receives. Moderation is undertaken as required for the standards that are assessed against. The NZQA moderation results have confirmed assessment results for 2012; Skills Active has accepted the assessment undertaken in its areas of interest; the Motor Industry Training Organisation (now including Tranzqual Industry Training Organisation) has confirmed assessment results for driver education.

2. Scope of external evaluation and review

The scope of the EER included the following mandatory focus area:

- Governance, management and strategy

The following focus area was selected because it is the primary programme delivered by ICENZ.

- Surf & Learn.

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.

The EER was carried out over one day, because of the very small size of the PTE. The lead evaluator and a team evaluator undertook the evaluation. During the day, there were interviews with the two directors, one of whom is also the manager of the Surf & Learn programme delivered in Marton and Taihape, and with two tutors and seven students within the Marton Surf & Learn programme. Telephone conversations were subsequently held with four external stakeholders, including two agencies that refer students to ICENZ, and an employer of a current ESOL student.

Summary of Results

Statement of confidence on educational performance

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

There is clear and comprehensive evidence that ICENZ is meeting the needs of its learners with respect to the provision of foundation literacy, numeracy and computing education. The indicators of success for this short programme do not normally include full-time employment; success is measured by an increase in the steps as measured by the TEC literacy and numeracy assessment tool, and by identifiable improvements in self-confidence, motivation and readiness to continue with further learning. Most students have low literacy and numeracy levels on entry, and are able to achieve at less than level 1 on the New Zealand Qualifications Framework. However, in a few instances graduates of this programme have made sufficient gains in literacy and confidence to apply for entry to a programme elsewhere, where they might gain a recognised qualification. A few students, notably the migrant Samoan women, achieve sufficient confidence to apply for employment and, as confirmed at the EER, have become valued employees and participative members of the community.

During 2012, 70 per cent of students had a positive outcome, which was identified as employment (full-time, part-time or voluntary), returning to study at another tertiary education organisation, or returning to ICENZ in 2013 for continuing foundation education. Thirty per cent had health or justice issues, or left Marton for various reasons, including family reasons, without completing the programme. Many students make steady progress in literacy and numeracy, with 32 per cent (2012) making significant progress, as demonstrated by entry and exit literacy and numeracy testing. Some students are able to make other gains while on the course, often through the provision of individual coaching or targeted sessions, such as the additional 'Friday sessions'. Examples of achievements have been the identification of suitable jobs through job-search assistance, the production of curricula vitae, and the provision of Kiwi cooking classes for a group of Samoan migrant women, with achievement measured by the production of an award-winning cookery book for new migrants.

Students often come to the PTE as 'reluctant learners' who have not had any prior academic achievements or who have dropped out of school at an early age. They may be referred by an external agency as a requirement of ongoing welfare payments, or by the local youth centre (a drop-in facility for at-risk and unemployed youth managed on behalf of the local council). Almost all express their appreciation of the value that the education has given them for possibly enhancing their options for the future. Formal and informal evaluations enable the provider to know of this achievement; interviews with students at the EER confirmed this measure of success.

Literacy, numeracy and computer skills are taught and assessed according to careful planning and coordination by the well-qualified and highly committed teaching staff. External stakeholders, including a case manager of WINZ, a representative of Workbridge, the manager of the local youth centre and an employer all expressed their appreciation of the value of the programmes to learners and the community.

The processes that contribute to the excellent performance of ICENZ include provision of excellent resources, including the classroom environment, computers, access to reading and writing resources, well-qualified staff members who are able to access relevant professional development opportunities, and effective leadership and management of the PTE.

The governance and management of the PTE has developed effective practices that ensure that management remains up to date with funding opportunities and local and international networks of stakeholders, including other tertiary education organisations, social service and funding agencies, local marae and organisations that work with youth, the unemployed and new migrants. There is thus effective engagement with local and national communities of interest.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **ICENZ Limited**.

ICENZ has highly effective processes that contribute to learner achievement and to its capability in self-assessment, and uses the understanding it routinely gains through self-assessment to bring about further improvements in performance. These processes relate in particular to self-assessment with respect to the progress and achievement of the students, and to the effectiveness of the teaching.

The continuous critical reflection engaged in by tutors acknowledges achievements and gains in confidence by students, thus confirming the value of the programme as stated by students in formal and informal feedback. The daily one-to-one evaluations between tutors and students also assist the tutors to closely match each student's needs within the programme. Shared online teaching notes, achievement data and a running record of progress for all students in relation to literacy, numeracy and relevant NCEA standards contribute to a close and current understanding by the tutors of the needs of each student, at any particular stage in the programme. This is particularly important given that entry to the programme is both open and continuous, with each student on their individual pathway towards completion of the course.

Tutors meet regularly, recording all decisions and action points on a shared spreadsheet, along with their teaching activities. Action plans are highlighted until they are signed off, so that plans for improvement are both recorded and demonstrably addressed. This is an example of highly effective self-assessment, enabling all staff to understand the learners' needs and progress, and to plan for worthwhile improvements on a continuous basis. Individual learning plans

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contribute to tutors' knowledge of each student's needs, which may also include specific support needs. Self-assessment is an inherent part of the effective teaching delivered by the PTE.

There is thus good evidence of self-assessment with respect to value to the learners. Learners provide end-of-course feedback, which is invariably positive. This high value given to the programme and to the tutors was confirmed in interviews with students at the EER. Longer-term feedback is routinely gained from external stakeholders, such as local managers for referral agencies, including Workbridge and the Marton Youth Centre. Although contact with graduates following completion of the programme is often difficult – given the transitional life circumstances of many who are on unemployment benefits, or who have health or justice issues or who may move to other centres – further attention to the collection of longer-term feedback from students could strengthen the self-assessment undertaken by the PTE. This could refer in particular to the gains in self-confidence and motivation to seek employment that students report while they are on the programme, and could enhance the quality of the feedback already received from students. The evaluators were cognisant of the fact that this programme is very short, and that it does not carry with it a requirement by the funder (the TEC) that graduates gain employment.

There have been some notable success stories associated with the education provided by ICENZ, and which also contribute to the capability of the PTE with respect to self-assessment. A notable example is provided by the national award¹ given to the Samoan women's cookery book, achieved through a cooperative venture with local women and through provision of education in literacy, numeracy and computer skills. This particular project was thus favourably benchmarked against other community programmes nationally, and related in particular to the improved literacy and computers skills achieved by this group. Feedback to ICENZ following this success has been continuous, with ongoing involvement of migrant Samoan women in literacy courses, and with continuing positive feedback about the output of this particular class.

¹ Lady Blundell Trophy for the best community project, at the Rural Women National Conference.

Findings²

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**.

Literacy, numeracy and computer skills are taught and assessed according to careful planning and coordination by all of the teaching staff. Computer skills usually include the very basic skills of turning on the computer, logging onto particular websites, writing and reading online, and the production of simple presentations including curricula vitae. There is integration of all aspects of the programme through use of some education software, such as the literacy and numeracy education section of the BBC website and Pathways Awarua.

The majority of students make steady progress in literacy and numeracy, with some making significant progress, as demonstrated by entry and exit literacy and numeracy testing using the TEC assessment tool. In 2012, further progress was achieved for students who had been identified as being at or above Literacy Step 4 and/or Numeracy Step 5, with achievement of one or more level 1 unit standards in related areas. Students in each cohort are also assisted to gain their learner driver licences.

A particular achievement was that of the ESOL group of Samoan women migrants in 2011, where 'Kiwi cooking' lessons were combined with the teaching of computer, English language and writing skills, with the class output being a recipe book for Samoan migrants: *A Mixed Spread: Taumafataga Tu'ufa'atasi*. The class was run with the help of the local Tutaenui Rural Women's Group, and also resulted in long-term, cross-cultural friendships being formed. In 2012, with permission from the Samoan women, this project won the Lady Blundell Trophy for the best community project, at the Rural Women National Conference. As noted above, this has also enabled a form of benchmarking against other community development courses, with the emphasis on development of literacy and computer skills.

Students consistently report gains in confidence, self-esteem and development of more positive attitudes towards their education and work in general. This growth is measured and recorded daily through tutor evaluations and by written student evaluations of the course and the tutors. An excellent record of tutor critical evaluation is kept on a shared computer drive, showing the progress and achievement of each student through each programme, with related action points indicating areas where further attention will assist that student to make further

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

progress. Students who were interviewed confirmed that their achievements in the areas of increased confidence, motivation and self-esteem had been well beyond their initial expectations. Self-assessment is thus continuous and effective, in that it enables individual learner progress to be carefully monitored in order that the best outcomes can be achieved for learners within the short timeframe allowable for each learner within the course.

As noted above, some (nine in 2012) students are able to achieve a level 1 NCEA unit in addition to improving their general literacy and numeracy, as measured by the TEC assessment tool. Few students are able to achieve full-time employment after this short course; the programme is neither designed nor funded as a pre-employment course. However, all students who were interviewed believed that their chances of eventually gaining employment had been improved by the programme. One stated that he had learned that he would make no progress in life by 'lying on the couch' – he was now going to be more active in seeking to improve his opportunities for employment.

ICENZ has effective processes that contribute to learner achievement and to capability in self-assessment, and uses the understanding it routinely gains through self-assessment to bring about further improvements in performance.

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 **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The opportunity to undertake a programme that will enable them to gain valuable skills in literacy, numeracy and computing is highly valued by the learners, most of whom have been out of the paid workforce for some time. Some learners self-refer following some years of unemployment; others are special needs students who have been referred by Workbridge; some are referred by the Marton Youth Centre, which routinely has contact with at-risk or unemployed youth. Although many of the students remain unemployed following the 100 hours' training in foundation skills, all value the programme for the ways that it has enhanced their opportunities for gaining further skills, and for preparing them to seek employment.

Although the backgrounds of learners vary, all but one stated in the interview with the evaluators that they would return for further training with ICENZ if they had the opportunity to do so, because they would continue to benefit from the training offered. One who would not return felt that she was already gainfully employed in voluntary social work, but that she recognised the value of this programme for most students in preparing them for employment in the future.

ICENZ is valued by Samoan migrants for the assistance that the programme of language, computing and literacy has given them to integrate into the local community. One way in which the community has gained value is in the assistance

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that the training provided by ICENZ has given to the small Samoan migrant community to become part of the wider community, for example by their involvement in local sports teams. The evaluators were informed also that two of the Samoan women had gained enough confidence to put themselves forward for election as school board of trustee members and, although not elected this time to the positions, had demonstrated the value of the increased self-confidence that their programme with ICENZ had given them.

An employer of a Samoan migrant informed the evaluators that her employee's language and writing skills had improved 'out of sight' and that, at a recent employment appraisal, she had recommended to this employee that she continue with the ESOL course delivered by ICENZ, because of the increasing value of improvement in her language proficiency. The local community has gained value in a number of ways from the foundation skills that the PTE has provided to groups who have traditionally been disadvantaged in this rural area where there is high unemployment. These groups include at-risk youth, Māori, migrant communities and parents who have been out of the workforce for some years. This perceived value to the community as a whole was confirmed in interviews with a Workbridge manager, a past manager of REAP in Taihape, a WINZ representative and a resthome manager.

The continuous critical reflection engaged in by the tutors acknowledges achievements and gains in confidence by the students, thus confirming the value of the programme as stated by the students in formal and informal feedback. The tutors themselves value their employment by ICENZ. All are trained teachers, and all stated that they highly value their role in 'making a difference' for learners, who will benefit from the foundation skills gained in the programme so that they might progress towards employment or voluntary work in the future.

ICENZ has effective processes and outcomes that demonstrate that its programmes are of value to its students and to the wider community. Through its involvement in community networks in the Rangitikei District, ICENZ is aware of the continuing need for the programmes that it delivers. Further self-assessment with respect to the value of the programme to the wider community may enhance the PTE's ability to continue to recruit students from the existing population of young or long-term unemployed people in the district.

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 **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The students who were interviewed stated that their needs are closely matched by what they learn in the programme; all stated that they had enrolled in the programme initially wanting to gain computer skills. Some had not anticipated the

improvements that they would also achieve in their literacy and numeracy skills, but all considered that their future options had been enhanced by these improvements.

All students consider that the gains achieved in self-confidence and motivation to work matches their need to improve their options for the future, including possible employment. Some had gained the confidence to work with tutors to map out future career options during their course at ICENZ. New ambitions for some included the armed forces, part-time retail work and government departments. Portfolio development, assistance with job searches and with curricula vitae while on the programme assist in giving students the confidence to seek employment in the future.

The TEC's funding for a short course of 100 hours of foundation literacy and numeracy is not sufficient on its own to routinely match the needs of those agencies wishing to place clients in full-time, pre-employment courses. It allows ICENZ to deliver a foundation course that will potentially prepare students to seek entry to another course, or to provide them with additional skills and the confidence to seek employment in the future. A representative of WINZ stated that while they wished more of their clients would undertake the valuable literacy and numeracy training provided, their clients would benefit more from full-time training with embedded literacy and numeracy. ICENZ is well aware of this, and puts substantial effort into making a difference for those people for whom even one or two days' study a week can significantly enhance their options for the future. As mentioned, an employer of a Samoan migrant said that her needs were now better matched by her employee's greatly improved reading and writing skills.

The daily one-to-one evaluations between tutors and students assist the tutors to closely match each student's needs within the programme. The critical reflection undertaken by each tutor on a daily basis also contributes to the matching of learner needs. Staff meetings also consider individual students' needs, whether for further support or attention to particular learning needs. This ensures that there is a coordinated approach among staff to the meeting of each student's needs.

Further attention to the collection of longer-term feedback from students, perhaps a few weeks after the programme, would strengthen the self-assessment undertaken with respect to the matching of learner needs. This could refer in particular to the gains in self-confidence and motivation to seek employment that students report while they are on the programme. Feedback about gains in self-confidence and motivation is already received from students who have completed their short programme with ICENZ; more data collection could further assist ICENZ to make improvements with respect to the matching of learner and wider stakeholder needs.

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 **Excellent**.

The performance of ICENZ with respect to the effectiveness of teaching is excellent. All tutors are trained teachers, mostly with initial primary teaching qualifications. Full records of all teaching plans and critical evaluations of each class taught are kept on a daily basis – this forms a continuous ‘running record’ available to all staff on a shared computer spreadsheet. All staff undertake regular professional development, for example in literacy/numeracy assessment, in teaching English as a second language, and in tertiary teaching. The access by tutors to valuable professional development opportunities is well supported by ICENZ, even though tutors are all part-time employees of the PTE. In 2012, for example, professional development accessed by tutors included: MIT (Manukau Institute of Technology) papers for the National Certificate in Adult Literacy and Numeracy Education; Careers NZ workshops on careers education benchmarking, being culturally competent and working with youth; Massey University ICT and open education workshops; attendance at the 2012 NCLANA (National Centre of Literacy and Numeracy for Adults) Symposium; and attendance at the 2012 CLESOL (Community Languages and English for Speakers of Other Languages) conference. Self-review informs the annual performance review of each staff member.

ICENZ has ensured that the teaching staff that it has employed are not only well qualified but also highly committed to teaching adults who have previously missed out on educational opportunities, or whose circumstances have changed (such as through mental illness or head injuries), so that they now require an intensive course of literacy and numeracy education in a very supportive environment. The staff who were interviewed reflected their passion for ‘making a difference’ with their learners, and their preference for this rewarding type of teaching over conventional classroom teaching. Because the staff have a whole-team approach to each student, there is a coherent approach to the meeting of individual learner needs.

The learning environment at ICENZ is inclusive. Tutors are familiar with the different teaching and learning styles that their learners respond to, using various methods to best promote learning for all students. These methods include computer presentations (such as for community events), peer coaching and individualised instruction. Programme planning is informed by ongoing needs analysis, such as through a daily tutor-student evaluation, so that tutors can adapt their plans to address their students’ changing learning needs.

Staff members have daily informal professional discussions, and meet regularly, recording all decisions, action points and teaching activities on a shared spreadsheet. Action plans are highlighted until they are signed off, so that plans for improvement are both recorded and demonstrably addressed. This provides

ongoing opportunities for programme review, and is an example of highly effective self-assessment, enabling all staff to understand the learners' needs and progress, and to plan for worthwhile progress on a continuous basis. Self-assessment is an inherent part of the effective teaching delivered by the PTE.

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 **Good**.

Pastoral care is intrinsic to the operation of the Surf & Learn programme. Students are mentored from the point of inquiry, often needing one or more visits to the PTE, incorporating an assurance that ongoing support will be provided before they commit themselves to the programme. The Surf & Learn programme has small numbers, which enables an excellent understanding of each student's support needs to be developed among all tutors. Referrals to wider community support resources are made when needed; however, students also reported that they felt supported within the organisation and by their tutors in particular. Students who were interviewed said the supportive environment provided by ICENZ was a key factor in their learning and achievement while on the programme. Support is thus not independent of learning – as noted above, the achievement of learners within this PTE occurs because of the supportive environment provided.

An example of the support provided on an as-needs basis is the additional Friday sessions to meet individual or group needs. These sessions are delivered in addition to the regular funded hours, and might include assistance for individual students with job searches and curriculum vitae writing, cooking lessons – as for the group of Samoan women – extra assistance with reading or literacy, or supervised computer time for students who are working on presentations. Students who were interviewed spoke very highly of the individual support given to them to achieve personal goals.

Daily tutor critical reflection refers to the guidance and support needs of individuals and groups, and students provide both formal and daily informal evaluation. Feedback about the supportive environment at ICENZ is already received from students who have completed their short programme – further feedback from learners and other stakeholders some weeks after completion of the programme could enhance the ability of ICENZ to make improvements with respect to the provision of targeted 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 **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

As noted above, ICENZ is a small business with two owner/directors, one of whom is also the manager of and a part-time tutor for the PTE. There is a close knowledge held by the managing director of operational requirements, resourcing requirements and the associated networks of other tertiary education organisations, social service providers and relevant external stakeholders within the wider Rangitikei District. Although the separate roles of governance and management are well understood by the managing director, with separate meetings held and minuted according to their functions, the small size of the PTE means that both roles are sometimes considered together. This is also well understood by both directors.

Leadership of the PTE is effective, with the manager present at the delivery site on a daily basis and fully involved in administration, tutoring and attendance at tutor meetings, and in frequent contact with external stakeholders. External stakeholders who were interviewed valued this contact and were well informed about the courses delivered by ICENZ. This ensures that programmes maintain relevance to stakeholders and communities. The PTE also ensures that teaching staff are kept well informed by providing them with opportunities for professional development, such as in tertiary teaching, literacy and numeracy assessment and ESOL training.

Although it is a small PTE, ICENZ provides resources that are both up to date and fit for purpose. Tutors who were interviewed were appreciative of this, with good quality computers and software able to provide both good administrative and reporting structure as well as excellent access to online teaching resources. Students who were interviewed also expressed their appreciation of the resources that are made available to them. The PTE recruits and retains well-qualified teaching staff who have teaching qualifications and the commitment and skills for working with adults who need foundation literacy and numeracy education.

Self-assessment of the longer-term value and effectiveness of the education provided by ICENZ, including its Surf & Learn programme, would assist the PTE to plan for improvements to the service that it offers. It clearly has an important role within the rural Rangitikei community, including Marton and Taihape, with external stakeholders who were interviewed all expressing this; however, the longer-term feedback received by ICENZ is mostly anecdotal. An exception to this has been the recognition given to the ESOL group of Samoan women for their award-winning cookbook.

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 **Good**.

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

2.2 Focus area: Surf & Learn programme

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

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

Recommendations

In order to enhance its educational performance and capability in self-assessment NZQA recommends that ICENZ should:

- Implement a method for measuring or recording qualitative achievement and gains, including increases in self-esteem, self-motivation and confidence
- Seek ways to obtain longer-term feedback from past students and external stakeholders about the more lasting value of the programmes offered by the PTE, to explore the ways in which learners' and external stakeholders' needs have been matched.

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 NZQA 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).

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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