



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

---

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

# External Evaluation and Review Report

My Skill Limited

Date of report: 8 December 2022

# About My Skill Limited

---

*My Skill Limited (MySkill) (formerly Wellcare Education Limited) is part of New Zealand Health Group, which is a very large provider of community, rehabilitation and disability support.<sup>1</sup> Training is provided for support workers and related clinical staff, the majority of whom are employed by New Zealand Health Group.*

---

Type of organisation:	Private training establishment (PTE)
Location:	34 Manners Street, Wellington
Number of students:	Domestic: 13 per cent of MySkill students study towards the New Zealand Certificates in Health and Wellbeing (Levels 2 and 3). In 2021, there were 1027 learners at level 2 (107 Māori, 63 Pasifika), and 346 learners at level 3 (37 Māori, 14 Pasifika); 87 per cent of students are enrolled in short courses.
Number of staff:	29 full-time and five part-time staff
TEO profile:	<a href="#">My Skill Limited</a> <sup>2</sup>
Last EER outcome:	In 2018, NZQA was Confident in Wellcare Education Limited's educational performance and capability in self-assessment.
Scope of evaluation:	Programmes of study leading to the award of the New Zealand Certificates in Health and Wellbeing (Levels 2 and 3). <sup>3</sup>
MoE number:	8265
NZQA reference:	C50680
Dates of NZQA visit (virtual)	12 and 13 October 2022

---

<sup>1</sup> Approximately 10,000 staff support more than 30,000 people in their homes every year.

<sup>2</sup> New Zealand Health Group was formed in late 2018 from a merger of HealthCare NZ and Geneva Healthcare. MySkill was previously named Wellcare Education Limited (as part of Geneva Training Limited) and in January 2019 became a shared service operating at group level. MySkill also provides training for other sector employers and the Ministry of Social Development.

<sup>3</sup> MySkill has not delivered NZQA-approved certificates but has assessed against unit standards that lead to the level 2 and level 3 qualifications awarded by Careerforce. A cohort of learners has now been enrolled for level 2.

# Summary of results

---

*MySkill training is highly valued for upskilling support workers and meeting the needs of the community healthcare sector, in particular during a period of sustained change and challenge.<sup>4</sup> Comprehensive and effective self-assessment supports educational achievement and outcomes for learners. MySkill continues to make an important contribution to workforce development and is well positioned to maintain strong learner outcomes.*

---

- |  |   |
|--|---|
| <b>Highly Confident in educational performance</b>       | <ul style="list-style-type: none"><li>• Students are achieving essential knowledge and skills for support work in community health, disability and aged persons' sectors.</li><li>• Students completing qualifications gain access to better pay and employment opportunities. They also develop specialist skills and clinical competencies in short courses. Workforce upskilling benefits the end-users of their services.</li></ul>   |
| <b>Highly Confident in capability in self-assessment</b> | <ul style="list-style-type: none"><li>• MySkill training is informed by highly effective and regular engagement with internal and external stakeholders. MySkill responds to emerging training needs and reports regularly on delivery and learner progress.</li><li>• Effective systems and processes for training design, delivery and assessment, including robust moderation processes, are used to assure valid outcomes. MySkill has been flexible and innovative in responding to change while maintaining academic quality.</li><li>• Support and guidance for students is a shared responsibility for staff who are well qualified and have a good understanding of the sector context and learner needs.</li><li>• MySkill is aligned to the objectives of New Zealand Health Group and is supported by governance.</li><li>• Leadership is effective. Self-assessment is embedded at all levels of the organisation.</li></ul> |

---

<sup>4</sup> New Zealand Health Group delivers essential services and was engaged in various public health initiatives to respond to the COVID-19 pandemic. The workforce continues to be under significant pressure.

---

Systematic gathering and analysis of information  
informs decision-making.

# Key evaluation question findings<sup>5</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Overall student achievement is good (refer Table 1, Appendix 1), taking into account the significant impact of COVID-19 on this workforce<sup>6</sup> and the learner demographic.<sup>7</sup> Māori students are generally achieving the New Zealand Certificates at comparable rates to all students. High attrition rates largely reflect employment patterns for students under 25 years.</p> <p>Results are reliable and underpinned by effective internal moderation processes and confirmed by external moderation outcomes which ensure the consistency and validity of achievement data.</p> <p>MySkill effectively supports qualification completion through close and regular monitoring of student progress. Achievement data is analysed by cohort and organisation division, with particular attention paid to duration of enrolment. Other data regularly reviewed includes activity reports, assessment submissions (and number of assessment attempts), and unit standard completion.</p> <p>MySkill has made changes which have reduced barriers to completion. These include the introduction of an online booking system for assessments and flexible approaches to verification of practical skills (refer 1.3).</p>
Conclusion:	MySkill has highly effective systems (including analytical tools and regular reporting from a single data set) for monitoring and responding to achievement trends. Targeted actions are effective in maintaining good completion rates.

<sup>5</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>6</sup> Designated an essential service, the workforce has experienced, and continues to experience, significant workload pressures, reducing time and motivation for study.

<sup>7</sup> Most learners are over 40 years of age, with varied educational backgrounds and, in some cases, are reluctant to re-engage with study or complete qualifications.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students completing New Zealand Certificates in Health and Wellbeing are awarded pay increases. Level 2 graduates gain foundation-level skills which, they report, build their confidence and help them to understand key tasks.<sup>8</sup> Higher levels provide more specialised skills and knowledge which enable graduates to work with a wider range of clients, in different settings, and to assume greater responsibility.</p> <p>MySkill is delivering relevant courses which prepare support workers to meet increasingly complex client needs, often in isolation to other healthcare workers. These include short courses in relation to clinical competencies such as infection and control, pressure injuries and pressure care, and medication.</p> <p>MySkill has a contract with the Ministry of Social Development under which clients complete several unit standards, then are recruited and supported for up to three months.<sup>9</sup> MySkill is effectively supporting clients to develop work-readiness and achieve sustainable employment. Other stakeholders (internal and external) highly value MySkill's contribution to supporting the healthcare industry and confirm the relevance and usefulness of the training provided.</p> <p>As a part of the industry, MySkill has direct and regular access to the employment context and emerging training needs, and this is used to inform all aspects of programme development and delivery. Strong relationships with internal and external stakeholders, at multiple levels, underpin the ongoing high value and continued engagement. Various formal mechanisms, in addition to regular meetings and contract reviews, such as surveys and support worker advisory groups, provide avenues for graduate and client feedback.</p>

<sup>8</sup> Enrolment in, and completion of, the level 2 certificate is a minimum requirement for employment as a support worker.

<sup>9</sup> More than 700 clients have been enrolled and employed under this contract.

Conclusion:	The valued outcomes for learners and stakeholders are well evidenced and reflect MySkill’s important contribution to the sector. Review and improvement are ongoing and effective.
-------------	--

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>MySkill provides qualification pathways and short courses for support workers related to their pay rates and scope of work. MySkill is a flexible and responsive provider, developing new modules to meet industry needs (such as Epilepsy for the Clinical Competency course).</p> <p>Training is subject to ongoing review and improvement arising from regular reporting, feedback from staff, students and employers, and changing sector standards. New programme developments involve wider consultation with key stakeholders. Regular meetings and review processes ensure content and materials are culturally appropriate and inclusive, and that assessments are at the right level and match graduate profiles.</p> <p>The MySkill learning platform is user-friendly and accessible (via smartphone or computer). The majority of students are provided with a smartphone with data, which enables them to engage directly with MySkill and with the learning materials. MySkill moved all training and assessment online during the COVID pandemic and has retained some pragmatic and effective solutions to ongoing workforce constraints. These include the use of video conferences, professional conversations and end-user consultations to verify practical skills.</p> <p>MySkill has robust processes to assure academic standards, including monthly pre- and post-assessment internal moderation. MySkill has consistently met the requirements of the standard-setting body.</p> <p>Facilitators are well qualified (in adult teaching and literacy and numeracy) and are experienced and supported to maintain currency in the sector.</p> <p>Learner feedback is gathered via surveys and the e-learning platform and conversations with staff. Several hui with Māori and</p>

	Pasifika students in 2021 informed an action plan to improve their learning experience.
Conclusion:	MySkill is delivering training that is meeting the needs of learners and stakeholders. Self-assessment information is gathered from a variety of sources and used insightfully to identify improvements.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>MySkill has a highly effective and proactive approach to support and guidance which reflects a deep knowledge of the industry and learner needs, including those learners who work and study in isolation.</p> <p>A comprehensive support network is available. Students may request assistance or further learning via their dashboard, by phone or email. MySkill responds promptly, documenting learner interactions and tracking follow-up actions. When progress is not as expected (such as lack of activity online or repeated assessment failures), contact is made proactively to offer additional support. All students enrolled towards the level 3 certificate are allocated a facilitator who will contact them regularly, which provides opportunities to identify barriers to completion. A newly established career coach role provides information and advice on study options to best match personal goals and work circumstances.</p> <p>MySkill has identified priority areas for further improvement. Facilitators have completed training to better identify and support at-risk learners, such as those with mental health needs. Support worker advisory groups are being re-established<sup>10</sup>, and will increase opportunities for learners to offer feedback and influence training. A wider organisational focus on increasing equity and outcomes for Māori is informing various improvements to teaching, learning and support, such as greater use of te reo Māori and continuing its work of embedding the Te</p>

<sup>10</sup> Suspended during the COVID pandemic, regional advisory groups include support workers, MySkill facilitators and service delivery and regional managers, and are set up to gather feedback on training and ideas for improvement, and to have input into new initiatives and processes.

	<p>Whare Tapa Wha model. Although several initiatives have been trialled unsuccessfully, MySkill continues to seek opportunities to foster social and academic networks for isolated online learners.</p> <p>Very regular reporting and review processes provide opportunities for support and teaching teams to identify improvements to their service, such as the monitoring of 0800 call data and reviews of online feedback.</p>
Conclusion:	<p>MySkill is responsive to the needs of support workers who are studying while under significant work pressure. Individualised support helps to motivate students to remain engaged and to successfully meet all requirements of their study programme. Systematic review and reflection on learner progress and feedback is informing the provision of support and guidance.</p>

### 1.5 How effective are governance and management at supporting educational achievement?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Since the previous EER, MySkill has been impacted by significant organisational restructuring and COVID-19. The provision of essential services by support workers of the New Zealand Health Group during the pandemic led to a decline in learner engagement, and workforce pressures are continuing. These circumstances have inevitably impacted on provision and some learner outcomes.</p> <p>MySkill's response has been characterised by innovation, pragmatism and flexibility. Changes made to delivery, assessment practice and support functions have continued, where they have proved effective. There is an ongoing focus on closely monitoring and supporting achievement. MySkill expanded its short course offerings and continues to make an important contribution to workforce upskilling, and is well positioned to maintain strong learner outcomes.</p> <p>MySkill's training activity is aligned to New Zealand Health Group's wider priorities and is supported at governance level. Management and academic leadership is effective, underpinned by planning, systems and processes which support quality, consistency and efficiency. Key information is regularly reported and reviewed, and changes are leading to improvement.</p>

	Staff are qualified and knowledgeable and work collaboratively to support learner wellbeing and success. Evidence of strong self-assessment capability was available in documentation and evaluative conversations during the EER.
Conclusion:	MySkill is highly responsive to its stakeholders, and course development and delivery reflects industry needs. Management and staff share a strong commitment to student success and wellbeing. MySkill continues to improve through self-assessment, which is comprehensive and embedded at all levels of the organisation.

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>MySkill is managing its compliance accountabilities effectively. Evidence includes:</p> <ul style="list-style-type: none"> <li>• Completion of a comprehensive gap analysis against the Education (Pastoral Care of International and Tertiary Students) Code of Practice 2021. An improvement plan, including related training for key staff, is being implemented to ensure full compliance with all required outcomes.</li> <li>• Appropriate processes for managing academic standards and integrity, and for maintaining compliance with NZQA Rules, including robust internal moderation and a system for timely credit reporting. MySkill has received an extension of programme accreditation to 23 September 2023 for delivery of the level 3 certificate.<sup>11</sup> MySkill has recently enrolled learners in the level 2 programme (approved 21 September 2021) to comply with programme accreditation requirements.</li> <li>• Compliance with contract requirements for external stakeholders, including regular reporting to the Ministry of Social Development. MySkill reports improved systems for timely review and consultation on programmes.</li> <li>• Systems to ensure compliance with the requirements of Careerforce, including consent and moderation</li> </ul>

<sup>11</sup> New Zealand Certificate in Health and Wellbeing (Level 3) Support Work strand programme, which awards version one of the qualification.

	<p>requirements and external moderation, and regular data exchange.</p> <ul style="list-style-type: none"> <li>• 18-monthly audits on system security to maintain data integrity and privacy, introduced following the identification and resolution of a security breach in late 2019.</li> <li>• Policy documents are subject to a two to three-yearly review cycle. Routine monitoring and reporting processes provide regular opportunities to confirm that day-to-day activities are consistent, in practice, with policy.</li> <li>• Systems in place to maintain compliance with legislation, such as the Health and Safety at Work Act 2016.</li> <li>• Responsibilities for compliance are delegated to key managers. MySkill reports an intention to support improved overall coordination and reporting through the adoption of a shared calendar for managing compliance.</li> </ul>
<p>Conclusion:</p>	<p>Overall, MySkill is managing its compliance accountabilities well. Lapses in compliance are detected and addressed.</p>

## Focus area

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

### 2.1 Focus area: Programmes of study leading to the award of the New Zealand Certificates in Health and Wellbeing (Levels 2 and 3)

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>MySkill training provides a good link between theory and practice. Students complete online modules and post-course work-based learning. Workshops were deferred during the COVID-19 lockdowns but are now being re-established for level 3. MySkill has identified a practical solution to challenges by having a designated person on site to observe practical skills (refer 1.3).</p> <p>MySkill has continued to develop its e-learning platform to enhance accessibility and avenues for advice and assistance, including technical support to navigate the learning environment. Stakeholders confirmed the value of supplementary resources accessible via the learning dashboard.</p> <p>Ongoing pressures and staff shortages in the healthcare support workforce are expected to have an impact on 2022 final qualification completion results, although staff remain focussed on providing support and encouragement to the students.</p>
Conclusion:	Students are gaining essential practical skills and knowledge which enhance their work opportunities as well as building confidence for continuing with further study.

# 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 MySkill consider developing a summary of internal moderation outcomes to support monitoring and follow-up for improvement purposes.

# Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

# Appendix 1

**Table 1. Completion rates (and numbers enrolled) for the programmes leading to the award of the New Zealand Certificates in Health and Wellbeing (Levels 2 and 3) 2019-2021 (data provided by MySkill)**

	2019	2020	2021*
Level 2			
All students	60% (442)	59% (425)	47% (1027)
Māori	72% (54)	60% (40)	42% (107)
Pasifika	85% (13)	53% (15)	59% (63)
< 25 years	51% (49)	34% (68)	40% (187)
Disabled	70% (10)	50% (6)	42% (19)
Level 3			
All students	24% (75)	74% (46)	48% (346)
Māori	17% (6)	100% (1)	19% (37)
Pasifika	33% (3)	-	14% (14)
< 25 years	33% (3)	60% (5)	20% (25)
Disabled	0% (1)	-	44% (9)

Notes:

\*In 2021, Geneva Health learners were moved into the MySkill database; completion data for this year is YTD as students enrol throughout the year and further completions are expected

2019 was the first year of delivery of the New Zealand Certificate in Health and Wellbeing (Level 3)

Completion rates are not reliable when enrolment numbers are very low, e.g. disabled learners

Attrition rates for students under 25 years are overall higher for each year than other students across both levels of study (level 2: 31%, 29% and 27%; and level 3: 33%, 40% and 32%).

# 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 fraud<sup>12</sup>*
- *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.*

---

<sup>12</sup> 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 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including TITOs 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.*

*In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. 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)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)