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External Evaluation and Review Report

JTP Consultants Limited
trading as Te Kotahitanga Training

Confident in educational performance

Confident in capability in self-assessment

Date of report: 30 October 2018

About Te Kotahitanga Training

Te Kotahitanga Training is a small Māori-owned training provider that focuses on providing quality education and training opportunities to meet the needs and aspirations of Māori learners.

Type of organisation:	Private training establishment (PTE)
Location:	28 Frances Street, Manurewa, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 8-10 Youth Guarantee students; 80 Commercial Road Transport students
Number of staff:	Three full-time equivalents
TEO profile:	Te Kotahitanga Training is a Māori-owned education and employment provider. Its core values are Mātauranga; Oranga; Tipuranga and whakawhanaungatanga. These underpin all activities and services. Te Kotahitanga focuses on entry-level tertiary education programmes that provide a pathway for youth and unemployed into employment and/or further education and training.
Last EER outcome:	Highly confident in Educational Performance Highly confident in Capability in Self-assessment
Scope of evaluation:	Commercial Road Transport Certificate in Hairdressing (Salon Support) (Level 3)
MoE number:	8329
NZQA reference:	C28514
Dates of EER visit:	25 and 26 July 2018

Summary of Results

Student achievement is variable (refer Appendix 1). Students prioritise finding employment, which impacts on their successful completion of the course.

Confident in educational performance

A range of successes are still achieved. Eighty per cent of Commercial Road Transport students achieve a class 2 vehicle drivers licence (refer Appendix 1). Sixty per cent of these students find sustainable employment. Eighty per cent of Youth Guarantee students also gain basic skills, confidence and knowledge that leads to employment. These outcomes are highly valued by the students, families and employers.

Confident in capability in self-assessment

The Youth Guarantee hairdressing programme has limited relevance as a career pathway for students. Youth Guarantee students choose Kotahitanga because it is a safe, caring environment where they gain basic skills and confidence that prepares them for further training or employment.

The quality of the teaching, assessment, content and resources of both programmes is good and meets the standards of relevant quality assurance bodies.

Governance and management effectively support educational achievement. The organisation invests energy, time and resource to ensure it meets the needs of students and stakeholders. Compliance is generally well managed. Capability in self-assessment is good and self-assessment activities are purposeful.

Kotahitanga is considering its future. While current operations are being managed well, the Youth Guarantee programme demands much of the organisation's limited resources, impacting on overall organisational sustainability.

Key evaluation question findings

1.1 How well do students achieve?

Performance: **Good**

Self-assessment: **Good**

<p>Findings and supporting evidence</p>	<ul style="list-style-type: none"> • Achievement rates are high for most students at Kotahitanga (Commercial Road Transport (CRT)) but are low for Youth Guarantee students (refer Appendix 1). • CRT students are referred to Kotahitanga from Work and Income New Zealand to gain a class 2,4 or 5 drivers licence and find sustainable employment. Most achieve a heavy vehicle class 2 drivers licence. Work and Income’s expectations are met and student achievement is validated by provider data and contract reports. • Youth Guarantee student achievement has been consistently low over the past three years. There have been some improvements to course completions based on good self-assessment of the issues and barriers impacting on youth. This self-assessment includes monitoring student data; improved teaching strategies to engage learners; more practical activities; and ongoing pastoral care. • Youth Guarantee students acquire basic skills from their programme including communication (with clients), presentation, and customer services. However, most students do not intend to pursue hairdressing careers. Rather, Kotahitanga is a safe place for them to learn basic skills until they find a pathway into employment or further training. A small number of students transition to a level 4 hairdressing programme. • Over 80 per cent of students are Māori, so the provider has not analysed student achievement data by ethnicity. The overall results reflect the achievement of Māori.
<p>Conclusion:</p>	<p>Student achievement is generally strong, especially for Commercial Road Transport students. Youth Guarantee student achievement rates are improving as a result of improvements to teaching, pastoral care and achievement monitoring. The provider is reconsidering its commitment to Youth Guarantee given the resource strain on a small organisation to support a small group of high-needs learners.</p>

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

Performance: **Good**

Self-assessment: **Good**

<p>Findings and supporting evidence:</p>	<ul style="list-style-type: none"> • Kotahitanga provides good value to a range of employers who are looking for quality, trained truck drivers. Graduates easily find sustainable employment and have the basic skills and knowledge to perform the job to employer expectations. At least 60 per cent of graduates go on to secure employment as commercial heavy vehicle truck drivers in a range of industries. • For students and graduates, gaining a class 2 drivers licence increases their job prospects and ultimately improves their overall wellbeing. • Youth Guarantee are more likely to leave their course early and go into employment that is not related to their field of study (at least 80 per cent based on provider data). While employment is a valued outcome for students and their families, this trend is impacting on the provider's ability to service its Tertiary Education Commission (TEC) contractual performance commitments while providing a quality educational experience that leads to further training in hairdressing. • Kotahitanga has contracted out its employment support for students as it can no longer maintain a dedicated employment broker position. This is working well, with the current broker providing Kotahitanga, employers and students with the support they need when they need it. • Kotahitanga has suitable processes in place to support the tracking of outcomes for self-assessment purposes, including a database of employers who have graduates and regular engagement with employers through a contracted employment broker.
<p>Conclusion:</p>	<p>Kotahitanga provides high value to students who are job seekers referred by Work and Income. Feedback from employers confirms that most Commercial Road Transport graduates are work-ready, drug-free, and have quality driving skills to do their job well. The hairdressing Youth Guarantee programme needs a strategic review. While outcomes are evident, graduates are not completing the programme or pursuing further study or employment in the hairdressing industry.</p>

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

Performance: **Good**

Self-assessment: **Good**

<p>Findings and supporting evidence</p>	<ul style="list-style-type: none"> • The needs of employers, funders and students engaged with the Commercial Road Transport training are well met. Regular self-assessment has resulted in some improvements in student expectations of what they can achieve because of the training, employer networks and their requirements, and pastoral care. • The CRT training is thorough and provides students with the opportunity to learn the theoretical content through trainer instruction and engaging with online content, combined with at least three practical driving opportunities with the trainer. Students must also complete drug tests as part of their training which prepares them well for what the heavy vehicle industry expects. • The Youth Guarantee programme is well planned, with new content introduced in 2017 based on student feedback: e.g. haircutting and stronger alignment with the level 4 programme offered by Manukau Institute of Technology to help students transition. Students are expected to groom themselves appropriately and work professionally with clients. • Resources are sufficient for both programmes with a functioning salon that has a regular cohort of clients on 'salon' days; sufficient computers for accessing online content; and a truck for driver training. • Assessments meet the requirements of quality assurance agencies. • There is annual self-assessment of the programme, resulting in changes to teaching practice and positive improvements in outcomes.
<p>Conclusion:</p>	<p>Kotahitanga generally meets the needs of its key stakeholders, however its Youth Guarantee programme lacks relevance for students many of whom are not completing the course. Despite a range of activities to improve programme content, transitions to further training and pastoral care, students are becoming increasingly difficult to attract and retain. Kotahitanga is considering whether or not to continue the Youth Guarantee programme from a strategic viewpoint.</p>

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

Performance: **Good**

Self-assessment: **Good**

<p>Findings and supporting evidence:</p>	<ul style="list-style-type: none"> • Kotahitanga provides a high level of care for students who have a range of academic and pastoral needs. • CRT students are generally well motivated to complete the training and find employment. Tutors keep track of student goals and progress during the training and once they are in employment. Licensing fees and work gear are provided by Kotahitanga and reimbursed by the funder. • Literacy and numeracy support is provided as needed, especially students who struggle with written English. In such cases, tutors will ask students to explain their answers verbally to demonstrate their understanding and then write them. Students talked about helping each other to understand content. The manager/administrator teaches content when the main tutor is taking practical driving sessions with students. • Kotahitanga provides transport to and from the training venue for Youth Guarantee students, but attendance is still variable. The tutor provides a range of support in the classroom to ensure students are well engaged. • The tutor is an experienced hairstylist with a range of experience. There is good management support to develop the tutor as an adult educator including further study, attendance at Hairdressing Industry Training Organisation (HITO) conferences, time to work in the industry to update skills, and mentoring from a past tutor. The CRT tutor is a qualified assessor for the Motor Industry Training Organisation (MITO), which is also mentoring a recently qualified assessor.
<p>Conclusion:</p>	<p>Overall, Kotahitanga provides an encouraging and positive environment for a range of students who are looking for a pathway that will lead to employment and provide a better future for themselves. Students are encouraged to complete their course of study to improve career opportunities. Kotahitanga provides access to employment brokers, health and social providers, and other resources to enable students to succeed in future training and employment.</p>

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

Performance: **Good**

Self-assessment: **Good**

<p>Findings and supporting evidence:</p>	<ul style="list-style-type: none"> • Kotahitanga has made a number of changes since the last EER to ensure quality educational performance is maintained for its community and funders. • Organisational financial performance has improved by reducing its operational costs. Despite these reductions, resources are well maintained and sufficient for the programmes. There is opportunity for growth in Commercial Road Transport, however this is being kept at current levels until Kotahitanga determines its future. • The manager is well connected and has a number of personal and professional mentors to offer her support and guidance around the PTE. Staff are well supported and valued given the size of the organisation. Currently staff are skilled in tutoring and can cover some management/administrative responsibilities when staff are absent. Developing a succession plan to ensure sustainability of operations is a priority for management. • Despite being a small team, efforts are made to meet weekly, if not daily, to keep track of how students are going on the course and in employment. This information is also formally documented in the tutor portfolios. • Self-assessment was previously regular, comprehensive, inclusive (of all staff), and well documented. Over the past three years, with the downsizing of the organisation, the same level of evidence-informed decision-making still occurs. However, the depth and breadth of information is much less. The analysis occurs as needed and is mostly management-led.
<p>Conclusion:</p>	<p>Kotahitanga is managed well, staff are well trained, supported and valued in the organisation. Programme resources meet the needs of students. The manager is clear about the kaupapa of the organisation and the current and future challenges ahead. Decisions need to be made promptly about the future of the Youth Guarantee training given its potential impact on limited resources and the ongoing educational value to students.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance: **Good**

Self-assessment: **Good**

<p>Findings and supporting evidence:</p>	<ul style="list-style-type: none"> • Kotahitanga has a number of external bodies that quality assure aspects of its business in addition to NZQA. These external bodies include: <ul style="list-style-type: none"> ○ New Zealand Transport Agency ○ Ministry of Social Development ○ TEC ○ MITO ○ HITO <p>To date all these agencies have expressed satisfaction with the quality of what Kotahitanga provides. Any recommendations are generally minor.</p> <ul style="list-style-type: none"> • Past financial issues with TEC funding have been resolved. The provider is financial viable and the provider now has a better understanding and systems to manage EFTS-based funding. • Some registration compliance issues were identified on site. These related to outdated information in brochures and consistent delivery of the full learning hours according to programme approvals (e.g. hairdressing).
<p>Conclusion:</p>	<p>Generally, Kotahitanga is aware of and managing its compliance accountabilities. However, with reduced staff and the manager now taking on a range of responsibilities, including teaching, some compliance matters which would normally be well attended to are not. Non-compliance when identified is acted upon quickly to rectify it.</p>

Focus Areas

2.1 Focus area: Commercial Road Transport

Performance: **Good**

Self-assessment: **Good**

2.2 Focus area: Certificate in Hairdressing (Salon Support) level 3

Performance: **Marginal**

Self-assessment: **Good**

Recommendations

Recommendations are not compulsory but their implementation will 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 Kotahitanga Training Ltd:

- Develop a strategy and business plan to guide future decision-making. In particular, the value proposition of maintaining Youth Guarantee training, expanding Commercial Road Transport and ensuring organisational sustainability and educational quality at current staffing and funding levels.
- Ensure compliance management is maintained at all times.

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: Kotahitanga Training Ltd Achievement and outcome data (2014-2016)

Youth Guarantee	Labour market outcomes (based on provider data)	Course completion (based on TEC EPI data)	Qualification completion (based on TEC EPI data)
2014	88%	12%	12%
2015	25%	38%	36%
2016	83%	51%	31%
Commercial Road Transport	Labour market outcomes (based on provider data)	Course completions (based on provider data)	Qualification completions (based on provider data)
2014	58%	88%	88%
2015	68%	87%	87%
2016	61%	89%	89%

Appendix 2

About Kotahitanga Training Ltd

Distinctive characteristics:

Kotahitanga is a Māori-owned provider. The current manager has been a long-term active contributor to the Association of Māori Private Training Establishments, which was dis-established in 2017.

Kotahitanga re-orientated its focus towards Training for Work initiatives in 2014, which are funded by the Ministry of Social Development. Its current Commercial Road Transport programme enables students to gain either a class 2,4 or 5 heavy vehicle licence. Gaining this licence, combined with the dedicated support of an employment broker, has successfully re-engaged long-term unemployed into sustainable work. Training for Work programmes have a 13-week duration.

Kotahitanga also delivers a Youth Guarantee programme focused on hairdressing.

Recent significant changes:

Kotahitanga has downsized since the last EER from 15 staff to three, mostly as a result in the change from Foundation Focused Training Opportunities funding to Youth Guarantee and TEC funding repayments.

Previous quality assurance history:

The last EER was completed in July 2014. At that time NZQA was highly confident in both educational performance and capability in self-assessment.

Moderation requirements have been met from standard setting bodies including MITO, HITO and NZQA.

Audits have also been undertaken by the TEC, the Ministry of Social Development and the New Zealand Transport Agency since the last EER. These have raised some areas for improvement that do not have an impact on this EER.

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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud¹
- 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.

¹ NZQA and the 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 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).

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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