Report of External Evaluation and Review

Success Maker Education Centre trading as Success Education and Training

Confident in educational performance

Confident in capability in self-assessment

Date of report: 11 April 2016

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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:	Success Maker Education Centre trading as Success Education and Training (SET)
Type:	Private training establishment (PTE)
First registered:	1 September 1996
Location:	200 Warren Street North, Hastings
Delivery sites:	No additional delivery sites
Courses currently delivered:	National Certificates in Computing (Levels 3 and 4)
	National Certificate in Business Administration and Computing (Level 3) and the National Certificate in Business Administration (Level 4). SET delivers these two qualifications on the basis of its scope of accreditation of the appropriate unit standards.
Code of Practice signatory:	NA
Number of students:	Domestic: 24 students enrolled as at 19 October 2015, comprising 19 Māori (79 per cent), one Pasifika (4 per cent), four New Zealand European (17 per cent)
	Thirteen equivalent full-time students (EFTS), seven funded and six unfunded (as per the 2015 investment plan agreed with the Tertiary Education Commission (TEC)
Number of staff:	Three full-time, four part-time
Scope of active accreditation:	http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=835643001

Distinctive characteristics:	SET provides a training alternative for second-chance learners and students who have experienced difficulties in mainstream education and wish to gain knowledge and skills to enable them to gain employment and/or go on to further study. Many SET students have few or no lower-level qualifications and barriers to learning which include childcare, family and whānau responsibilities, transport difficulties, drug or alcohol-related dependencies, no or very limited access to computers, and lack of confidence in a school environment.
	SET delivers computing and related business administration programmes at levels 3 and 4 (and level 2 as needed). It is funded through the TEC's Student Achievement Component funding (at level 3 and above on the New Zealand Qualifications Framework).
Recent significant changes:	Since the previous external evaluation and review, (EER), the owner has purchased its current building (March 2012) which it has modified to meet education and training purposes. The PTE also gained programme approval from NZQA for the National Certificate in Computing (Level 4) in 2013.[1] It is working on a collaborative arrangement with another organisation to develop programmes of study in computing that will meet the requirements of the mandatory review of computing qualifications[2] when they become mandatory in 2017. Low student numbers have remained relatively stable, as has the TEC-funded component which continues to enable SET to operate sustainably, albeit on a small margin. Other funding sources, apart from student loans, include Work and Income New Zealand, Accident Compensation Corporation and Workbridge.
Previous quality assurance history:	NZQA was Confident in the educational performance and Confident in the capability in self-assessment of Success Education and Training at its previous EER in 2011.

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[1] This is not listed on SET's public website.

[2] Previously referred to as the targeted review of qualifications (TRoQ).

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Of two unit standards moderated by NZQA tertiary assessment and moderation in literacy and numeracy in 2015, the assessor decisions for each standard were verified. Of four unit standards moderated by NZQA tertiary assessment and moderation in business and management, computing and literacy in 2014, the assessor decisions for all standards were verified. The PTE also undergoes regular independent external audits at its own expense.

2. Scope of external evaluation and review

The following focus area was agreed by NZQA and SET:

- Computing and Business Administration programmes levels 3 and 4.

This focus area includes all training taking place at the time of the EER visit. The number of students at any one time is too low to justify looking at fewer than the four related programmes offered: National Certificates in Computing (Levels 3 and 4), National Certificate in Business Administration and Computing (Level 3), and National Certificate in Business Administration (Level 4).

In accordance with NZQA policy, the scope also included the following mandatory focus area:

- Governance, management and strategy.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Two evaluators conducted the EER over two days at SET's Hastings site. During the EER visit, the evaluators interviewed the managing director, who is also the marketing manager, financial manager, sole owner and one of two programme managers. The evaluators also interviewed the other programme manager – who is also the head tutor (on as-needs basis) – and the course facilitator, tutors, learners, graduates, community representative, and external consultant/advisor/information technology support/auditor. Before and during the EER visit, SET provided a range of documentation and the evaluators also viewed the SET website.

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Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Success Maker Education Centre** t**rading as Success Education and Training.**

The key reasons for this judgement are:

- Since the previous EER in 2011, students have continued to complete their courses at a fairly consistently high rate, with 2014 being the highest to date.[3] Qualification rates are significantly below course completions[4] (but also at their highest since 2011). Student retentions and progressions are relatively low but showed improvement in 2014. SET is aware of some of the reasons for this.

- Māori participation has risen significantly in the past three years. So too has Pasifika participation, but the number of Pasifika students is much lower than Māori. According to SET, Māori and Pasifika achievement rates have been similar to non-Māori students in the past. The highest completion rate in 2014 includes 80 per cent Māori students and shows high achievement by Māori in 2014.

- Students have not engaged effectively with educational opportunities in the past and consequently have gained few or no previous qualifications prior to attending SET. In this context, student course and qualification completions are particularly significant and contribute to positive life changes.

- The programmes provide students with computing and business knowledge and skills and additional valued outcomes such as increased self-esteem, improved confidence, the ability to learn and achieve, and employment.

- Students, tutors and SET confirmed that always having a tutor on hand whom students can ask for help supports continuous engagement in learning and successful outcomes. So too does 'wrap-around' support and guidance, which includes literacy and numeracy support, career search and study skills. These mechanisms also have a positive impact on students' educational performance by reducing barriers to learning and helping to ensure success when they leave SET.

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[3] TEC and SET performance data. http://www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/Educational-performance-at-individual-tertiary-providers/

[4] Based on TEC data, but SET's data shows qualification completions are higher overall when the figures include students who also need to complete level 2 courses and related qualifications (unfunded) in order to succeed at levels 3 and 4.

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- Tutors are mostly appropriately qualified for their roles and stay up to date with changing technology, supported by external advice and related services and maintenance. Students, graduates and stakeholders confirmed that these factors effectively supported their success by helping ensure the value, relevance and continuity of their learning.

SET has demonstrated that it is largely meeting students' needs and providing quality education and training. Although students will continue to present challenges such as attendance, literacy and numeracy, and qualification completions, the evaluators are confident that SET will provide support that will enable students to succeed.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Success Maker Education Centre trading as Success Education and Training.**

The key reasons for this judgement are:

- SET's self-assessment of achievement is limited and constrained by the TEC criteria which it has to meet to secure funding from year to year. Consequently, since the previous EER, SET has focused on improvements in areas such as achievement, entry criteria and attendance since these are critical factors for SET's future funding. The success of changes the PTE has implemented is not yet fully evident. This is important because there is a balance between accepting and not accepting students to help ensure achievement meets external requirements for ongoing funding.

- SET benchmarks itself against another organisation which runs similar programmes. This is a useful and positive piece of self-assessment which helps assure SET is performing just as well if not better than the organisation it has compared itself with.

- SET tracks and monitors individual student progress well. However, the organisation is considering replacing its student management system to enhance its capability as an organisation to record, report and analyse results and gather and analyse information better. This could include better information and the use of it based on the reasons for non-attendance, 'soft' or transferable skills, and the valued outcomes for students, graduates and employers (which is based on feedback it is increasingly obtaining via an online survey tool as well as anecdotally).

- Staff share information and continuously reflect on how well they and SET are meeting students' needs based on student feedback. They also regularly review and improve programme planning, resources and assessment practice. Programmes are reviewed and improvements are made regularly as needed and according to a programme review plan. Independent and external advice and auditing as well as student and staff

feedback on equipment maintenance and provision of support confirm the effectiveness of such shared practices.

- SET is focused on improving its knowledge and understanding of the success of past students in employment or further training. It lacks comprehensive industry and employer feedback about the relevance and value of the training. Attempts to address this have not been very fruitful to date.

- SET has effective monitoring and review processes which ensure the validity and consistency of its assessment materials and decisions.

SET has effective processes and practices for self-assessment in most areas of its operations as a small organisation. As mentioned, SET's challenge is to engage effectively with employers and graduates to determine more comprehensively how well programmes meet external stakeholder needs and how well SET is enabling students to gain employment or further training.

Findings[5]

1.1 How well do learners achieve?

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.**

SET's second-chance students are achieving well and course completion rates have been consistently high from 2011 to 2015 (apart from in 2013), and in 2014 they reached their highest level (Table 1). Course completion rates are commonly regarded as the most reliable indicator of educational performance as measured by the TEC performance indicators. Qualification completions continue to be lower than course completions. Progression to higher-level study is subject to considerable variables, especially in the case of SET which only provides level 3 and level 4 courses and has limited but improving information about graduate destination outcomes above level 4. Retention data is also subject to similar variables.

Table 1. Success Education and Training course and qualification completions, student progression and retention, 2011-2014

	2011	2012	2013	2014
Successful completion of courses %	77	76	71[6]	85
Completion of qualifications %	47	41	39	48
Student progression to higher-level study[7] %	0	29	0	50
Students retained in study %	57	50	35	38

Figures based on TEC published data, one subsequent amendment, and SET data

These achievements and course completions in particular are significant given the context of SET, where the majority of students have experienced either very little or no educational success in the past. The PTE is aware of a range of reasons why students withdraw and why students do not always attend and is addressing these issues. SET surveys the students regularly, as well as when they exit, and results show a high level of student satisfaction with the learning process, the support and

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

[6] This was finalised at 71 per cent after initial publication of 67 per cent – this was above the 70 per cent acceptable threshold for SAC funding.

[7] This measure shows the proportion of students in a given year who progress to study at a higher level after completing a qualification at levels 1-4.

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guidance they receive, their progress and success. This was confirmed in interviews the evaluators conducted with both students and tutors.

Māori participation increased significantly between 2011 and 2015, while Pasifika participation remained low, as Table 2 shows. SET has stated that Māori (and Pasifika) students achieve at about the same rate as non-Māori (and non-Pasifika). Results for 2014 show that 80 per cent of the total student cohort (which achieved 85 per cent course completions in that year) was Māori.

Table 2. Success Education and Training Māori and Pasifika participation, 2011-2015

	2011	2012	2013	2014	2015[8]
Māori participation %	69	69	53	80	79 (19 students)
Pasifika participation[9] %	8	9	8	20	4 (1 Pasifika student)

As mentioned, SET not only monitors achievement internally from year to year but also benchmarks student achievement against another provider that delivers the same or similar courses. The results provide students and staff with assurance of the success, progress and value SET is providing. SET's performance is significant considering the context of its second-chance learners' low educational starting points.

Notwithstanding SET's overall ongoing improvement in student achievement, performance is not exemplary. SET continues to face ongoing challenges to achieve its commitments to the TEC, including the number of students it attracts, completions and other forms of achievement such as gaining employment and related outcomes.

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[8] Students enrolled as at 19 October 2015, with student numbers in brackets. Actual participation for all of 2015 to be confirmed.

[9] SET total student numbers in any one year are relatively low (about 14 EFTS total) and Māori student numbers are even lower. Pasifika participation is derived from very low Pasifika student numbers, so the percentage shown is not a reliable or particularly meaningful indicator for that group.

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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.**

Students reported that their self-esteem, and in particular their confidence, has increased as well as their ability to learn and apply new knowledge and skills at home or in gaining employment. Graduates interviewed by the evaluators were very positive about how they gained employment and promotion, the value and relevance of the SET training, and their ability to access and succeed in higher-level education and training, including the local polytechnic. Students, graduates and employers interviewed by the evaluators recognised the value of such outcomes. SET realises that it needs to gain evidence for and understand these outcomes more comprehensively, systematically and formally to demonstrate that the training is of value to students and employers. The PTE is beginning to do so through its self-assessment and use of an online survey tool, but success to date has been limited. Limited evidence of valued outcomes is limiting analysis and identification of possible improvements, although external advice, support, maintenance and provision help mitigate this.

Completion of level 3 and level 4 computing and business courses and achievement of related qualifications are valuable starting points to gaining employment, but graduates' lack of experience is often a barrier to gaining employment or gaining employment in their preferred areas of interest. This is why it is important for SET to foster the acquisition of generic or 'soft' or transferable skills not funded by the TEC, as well as the ability to study and succeed at higher levels of study. Such skills include timeliness and punctuality.

The valued personal outcomes for students extend beyond their potential employers to their families, whānau and communities. In addition to taking TEC-funded students, SET also takes non-TEC funded students from Taiwhenua, social agencies such as Workbridge, and physical and mental health referrals and beneficiaries from ACC, WINZ and the Ministry of Social Development. Students on home detention have also been enrolled as well as those who have direct or indirect gang affiliations. SET management noted that these students have made considerable changes to their own and their family and whānau behaviours and attitudes to learning new skills to improve their chances of employment. Students interviewed also appreciated the added value of raising their awareness of career options and gaining the self-confidence to explore and search for employment opportunities.

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.**

SET combines matching potential students' needs with the TEC's and its own requirements and expectations. This provides a slight tension between SET's previous tendency to want to accept and help all students who wish to enrol and the necessity of achieving completions rates set by the TEC.

Student capability in literacy and numeracy is informally or formally assessed, using the TEC's literacy and numeracy assessment tool, at enrolment and one week before leaving (the second assessment is carried out at this time to ensure the students complete the exit literacy and numeracy test). Learning and assessment materials and teaching and learning practices integrate literacy and numeracy principles. SET's new entry criteria means that it accepts fewer students who might not succeed than it did previously. However, where students are identified at the enrolment stage as requiring significant literacy or numeracy support, they are often referred to local literacy specialists before enrolment on the computer learning programmes. This is an appropriate response for these students who are then better prepared to re-apply and more likely to be successful.

SET collects and monitors appropriate information on student enrolments, student progress, and completions of unit standards towards gaining qualifications. Needs assessment is undertaken regularly as part of the enrolment process. This is used to determine not only the programme that best meets student needs but also the way in which the programme will be delivered and the individual support mechanisms that will be implemented to encourage successful completion. This includes even matching tutors and students wherever possible. Plans are put into place by both tutors and administrative staff to meet the specific needs of the learner. Within two weeks of starting the programme, the specific needs and initial progress of a learner are discussed in a staff meeting, minutes of which are circulated to all staff. Thereafter, regular fortnightly one-to-one meetings are held with the learner, beginning on day four, and for the duration of the learner's programme to continuously review and determine their needs and address them. Students found not to be coping at level 3 are put back on level 2 programmes which they complete before successfully re-engaging in their level 3 programmes.

SET has identified that attendance is a key to achievement success. It has a robust attendance monitoring and follow-up system to get on top of this issue, but admits success is still some way off. The same applies to addressing why students withdraw, which is difficult because the reasons are often personal and circumstantial.

SET is aware that students need to have a qualification to get a job, but lack of experience and work-readiness are significant hurdles. The organisation is encouraging students to study at higher levels to give them a better chance of

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gaining employment. SET effectively facilitates pathwaying and staircasing into SET programmes and then on to other organisations for higher-level study.

Ongoing assessment and reassessment enable students to progress more quickly than they might have done. So does having more than one computer for each student, and making them available for additional self-directed learning. The students appreciate the regular maintenance and prompt repair of equipment and upgrading of hardware and software. SET has identified that less than 50 per cent of its students have access to computers at home, so SET's provision of access to its computers for self-directed learning is important and much appreciated by the students.

The SET learning environment supports Māori learners through the Māori tutor and the mutual respect and support extended by all staff and students, and students' family and whānau. Based on experience with a small number of Pasifika learners, SET has identified that English as a second language (rather than literacy and numeracy per se) may be a barrier to their learning, but the evidence for this is very limited.

SET's self-assessment and interviews by the evaluators support the nurturing of work-readiness. Programme and unit standard and qualifications reviews help ensure programmes are relevant through making changes reflecting continuity and innovation in the rapidly changing information technology industry.

1.4 How effective is the teaching?

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.**

There are several indications that teaching at SET is effective. Students are achieving, achievement rates have been increasing over the past few years, students' satisfaction surveys show a high level of satisfaction with the teaching and learning, and most student survey comments are very positive.

Tutors are well qualified and have access to ongoing internal professional development using tutors' specialist expertise in web design or literacy and numeracy, as well as external professional development, including training in adult teaching, competency-based assessment, and assessment and moderation of assessment. Performance appraisal processes are effective and involve tutors in their own self-evaluation as well as managerial review and subsequent discussions. These processes result in a development plan which is implemented by the tutors and informs the next performance appraisal cycle. Management and tutors have continued to attend NZQA and TEC workshops on self-assessment and literacy and numeracy training, and have to some extent developed and implemented organisational changes in response. This has included the appointment of a staff member who has some experience, expertise and responsibility in literacy and numeracy, and upskilling all tutors.

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SET students are able to learn at their own pace and be assessed when they are ready. Most of them are highly motivated and receive a lot of one-to-one support. Tutors meet regularly to review student progress and their own performance. Students interviewed by the evaluators reported positive engagement with the tutors, one of whom was always available to answer their questions. They expressed high respect for their tutors and also acknowledged the support of other students with their learning. SET has effective processes for the moderation of assessments involving all staff, which ensures the validity and consistency of its assessment practices and the reliability of the results. SET has engaged as required with NZQA for the national external moderation of its assessments in literacy, numeracy, computing, business and management. Results for 2014 and 2015 show that SET is consistently assessing at the national standard.

SET programmes are well resourced. Students have access to up-to-date, reliable and well-maintained computer hardware and software, including access to the internet – albeit more limited than some students would like – supported by a powerful, secure server. Learning and assessment materials are a combination of commercially produced material and material developed in-house. All teaching and assessment materials are quality assured by the lead tutor and reviewed by all staff to ensure they are appropriate for the students enrolled, while at the same time meeting the requirements of the unit standards. Tutors share responsibilities for different areas of SET's learning, assessment and resourcing. Students' experience informs improvements made. Graduates interviewed by the evaluators confirmed that SET's training provided familiarity with the software they subsequently encountered, or enabled them to adapt and use unfamiliar programmes or packages in office administration roles in small-to-medium enterprises where they often gain their first employment.

SET has effective reflection and self-evaluation processes, such as the regular review of its programmes and regular progress reviews of students' learning. These reviews result in continuous improvements to programmes and students' learning supported by external advice and support, for example through updating and improving learning materials and computer software. There are some gaps in performance and self-assessment related to the quality of teaching. Examples are a lack of analysis of literacy and numeracy progress during the programme and across SET, and the monitoring of changes to determine whether they are actually improvements. SET is aware that non-attendance disrupts learning and can lead to non-completion or withdrawal. While it knows of many of the reasons why, and has introduced initiatives to address non-attendance and withdrawal, the PTE considers that it is not yet on top of these difficult challenges and the evaluators agree.

1.5 How well are learners guided and supported?

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.**

SET provides effective guidance and support as a whole organisation, with all staff involved in guiding and supporting all students. This provides flexibility for students and staff which is practical and works well in a small organisation. Guidance and support takes place within the context of the SET sense of community supported by barbeques, shared lunches, student of the year awards and graduation celebrations. The guidance and support extends to helping students manage personal situations in their lives.

Students receive effective guidance and support from the point of enrolment and subsequent induction. As mentioned, the initial determination of individual needs is constantly reassessed and the programmes and their delivery tailored to suit each student. Tutors are an important part of this process and share with management the responsibility to make changes to programmes or teaching or assessment.

Students can ask any one of the three tutors at any time for help and support with their studies. Tutors support students' individual progress, which includes helping students who have been away to catch up, and providing additional tutoring sessions, which students are directed to attend.

The availability and reliability of private or public transport is sufficient to enable students to attend SET. SET consciously chooses not to provide transport on the grounds that it wishes to encourage a sound work ethic from the start. SET tracks, monitors and follows up individual student attendance robustly, including using warning letters where necessary. Non-attendance disrupts learning and successful completion of programmes and can lead to removal or withdrawal. However, SET's efforts are not always successful because they cannot manage all the personal issues that contribute to non-attendance.

SET ensures students' voices are heard through a range of formal and informal processes including online survey feedback, a suggestion box, and reviewed and revised goal-setting. The evaluators were not aware of any feedback expressing any dissatisfaction with the learning environment in terms of SET not meeting the cultural needs of students, especially Māori who comprise the majority of students. While the observation of tikanga was not strongly apparent during the visit, there were small signs of it. Staff appear to be aware of the importance of tikanga and treat all their students with respect, something which the students appreciate and had not all enjoyed in their education previous educational experiences.

SET ably guides and supports students directed or referred to it. It also accommodates students' personal situations as to the time of day they can attend, for example as a result of whānau or childcare commitments, or by shifting their enrolment from full-time to part-time to encourage them to continue training. SET has also allowed students who have stopped attending, or who have withdrawn early, to return to complete some assessments free of charge.

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SET's online jobs search, and guidance on job applications and writing CVs, provides students with relevant and up-to-date information. This is supplemented with career planning to help build skills in this area, which goes beyond the basic requirements of the national qualification. There is no formal review of the effectiveness of this additional support, but it was appreciated and used by the students and graduates the evaluators interviewed.

SET's close monitoring and follow-up of attendance may have resulted in improved attendance and achievement, but this is not strongly evidenced, nor its impact compared with the role of tighter entry criteria. SET also promotes a sense of self-direction and personal responsibility in its students by requiring them to inform SET of their absence.

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.**

SET has a clear purpose and direction, focused on providing quality education and training to second-chance learners. The single owner-managing director, the programme manager/head tutor, tutors and front-of-house person are all committed to achieving this. The SET team are a close-knit group, who communicate day-to-day on student learning and longer-term planning. There was clear evidence that the management team has sound systems to monitor student achievement and is implementing changes to programmes and resources in response to changing external expectations and requirements. The extent to which these changes are improvements is not always clear, but SET was able to show student success in terms of course and qualification completions more strongly than other outcomes. SET has begun to seek more useful feedback from students, graduates, employers and industry on valued outcomes, which include employment, further higher-level study, 'soft' or transferable skills and the value and quality of SET's training in the workplace. Progress to date has been limited and may require further exploration of the tools needed to gather information to enable SET to make further changes based on more than anecdotal evidence.

SET's quality management system was under review at the time of the EER and should provide staff with reasonably comprehensive and up-to-date policies and procedures to follow. The owner has budgeted for the new resources required from 2017 for the new technologies, standards, qualifications and programmes arising from the mandatory review of qualifications.[10]

The owner purchased a new building in 2012 after due diligence, and modified it to provide classrooms and teaching and learning spaces which the students and staff

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[10] Previously called the targeted review of qualifications (TRoQ).

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appreciate. SET provides up-to-date computer equipment, and students and staff interviewed complimented the availability and continuous updating of learning and assessment resources. SET provides ongoing maintenance and improvements to educational hardware, software and learning materials.

The owner has appointed well-qualified staff and has supported all to gain the necessary skills and qualifications. The owner is aware of the challenges of supporting and upskilling staff who at the same time need to fulfil their responsibilities and balance innovation with continuity. Appropriate and regular professional development opportunities are provided.

Student numbers and success are critical to SET's ongoing external funding and sustainability. It is important that all SET's mature and experienced staff are clear about this. Employment contracts do not currently include performance targets.

SET's enrolment of non-funded students and those referred by agencies such as WINZ demonstrates its acceptance and willingness to help these disadvantaged people. SET's self-promotion to gain non-funded students, as well as its acceptance of referred students, is also vital to SET's sustainability. While SET is providing relevant and up-to-date business computing and administration education, its engagement with the local business community seems a bit limited. Specialist advice is sought on computer hardware or software. However, further developing relationships beyond those of the owner with local businesses and one or more education providers, and/or setting up an industry advisory group, would improve SET's ability to stay current with changes in business practice and facilitate or support student pathways into employment or further training.

SET faces some challenges in the future. These include ensuring its financial sustainability, students' attendance, managing rolling enrolments, and balancing individual staff needs with SET's needs.

The organisation maintains good records and has effective review processes for programmes and for the students currently enrolled, but does not have a systematic way of capturing all the information it could, especially anecdotal. A more structured and purposeful approach would provide SET with improved quantitative and qualitative data with which to review and improve its performance. Disaggregation of achievement data was not apparent for different groups of learners, including Māori. However, SET's benchmarking against another provider delivering similar programmes is a useful initiative which provides some additional assurance of how well SET is performing.

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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: Computing and Business Administration programmes levels 3-4

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

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

Recommendations

NZQA recommends that Success Maker Education Centre trading as Success Education and Training:

- Continue to improve students' course and – especially – qualification completions.

- Systematically disaggregate achievement rates of different student groups, including Māori, in order to better understand the performance of different groups of learners.

- Continue to develop the information gathered and how it uses it, particularly information on graduate destinations (which it has started to do), and valued outcomes.

- Continue to develop training, assessment and monitoring of literacy and numeracy to support student achievement and success.

- Consider the inclusion of performance targets to help support and ensure students and tutors achieve them and meet TEC targets to secure ongoing funding.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

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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