



Report of External Evaluation and Review

Taranaki Educare Training Trust

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 14 June 2011

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	4
3. Conduct of external evaluation and review.....	4
Summary of Results	6
Findings	7
Recommendations	14
Further actions	14
Appendix	15

MoE Number: 8360
NZQA Reference: C04439
Date of EER visit: 5 April 2011

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

Location:	13 Dawson Street, New Plymouth
Type:	Private Training Establishment
First registered:	1991
Number of students:	Domestic: 50 equivalent full-time students
Number of staff:	Four full-time staff Three part-time staff
Scope of active accreditation:	Certificate in Education Support (Level 3) National Certificate in Early Childhood Education and Care (Level 3)
Distinctive characteristics:	Taranaki Educare Training Trust (TETT) provides training for people interested in working in early childhood education and care, disability support, and teacher aiding. The trust has Student Achievement Component (SAC) and targeted funding (TOPs and Youth Training) and works with foundation-level students who it aims to assist into either work or further study.
Recent significant changes:	NA
Previous quality assurance history:	At the previous quality assurance visit by NZQA, an audit in 2007, TETT met all but three requirements of Quality Assurance Standard One, the quality standard then in force. The three requirements were not met because of the late filing of attestations and missing clauses in job contracts. An adverse moderation report for 2010 has resulted in TETT submitting a moderation

plan which has been approved by NZQA.

Other:

Students who study at TETT spend two days on their campus and the rest of the week on practicum (work experience). Practicum placements change each semester, with students rotating through early childhood education, classroom support in primary schools, disability support, and teacher aide work. During the modules, trainees are placed in local childcare centres, kindergartens, primary schools, and schools/disability support sector.

2. Scope of external evaluation and review

The external evaluation and review examined the following mandatory focus area:

- Governance, management, and strategy.

The other focus area chosen is the primary programme offered by TETT:

- Certificate in Education Support (Level 3).

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/>

Prior to the EER visit, TETT supplied the evaluation team with a number of documents including a business plan, the most recent investment plan, the updated quality management system, minutes of meetings and planning days, and other documents that reflected the work of the trust. One lead evaluator and one external evaluator visited TETT on site in New Plymouth for one and a half days. While on site, the evaluation team interviewed the programme manager, the assistant manager, trust board members, tutors, students, placement supervisors, and employers. A range of documents was reviewed including the stakeholder feedback forms and analysis, achievement data, programme files, student evaluation forms and analysis, and meeting minutes.

Taranaki Educare Training Trust has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Taranaki Educare Training Trust**.

TETT contributes to the local community by fulfilling its vision of providing a bridging programme for people without a foundation education. The programme enables them to work in early childhood education and care, disability support, and teacher aiding, or to progress to further education. That they are successful in achieving their goal is reflected in the fact that of the 48 students who finished the course in 2010, 43 have moved to employment or further education, most in a related field. These excellent outcomes are facilitated by the strong networks the organisation has with its target sector.

Achievement at TETT is consistently high, well above the TEC targets and sector benchmarks. For example, in 2009 targeted funding students had a high average credit achievement rate of 42, which compares with a target of 20 credits and an achieved average of 22 across providers¹. In 2009 the successful course completion rate for SAC-funded students was 83 per cent, which compares with an average of 69 per cent at level 3 across the sector².

This high achievement is the result of a number of key strategies used to engage learners. There is a strong focus on the individual learner and their needs and goals. Processes in place include the initial needs assessment, individual learning plans, and ongoing career planning and support. Positive engagement with Māori tikanga and te reo supports the engagement of Māori students. Student practicums enable students to develop knowledge and experience of working in the sector and to link theory to practice. The organisation has a clear educational focus, and management and staff share a passion for the work.

¹ Ministry of Education. (September 2009). *Education Counts: Training Opportunities: Statistical Profile 1999 to 2007*. Online publication retrieved 1 February 2011 from: http://www.educationcounts.govt.nz/publications/tertiary_education/57214/1

² 2010 data had not been confirmed at the time of the EER but is expected to be 86 per cent successful course completion. Tertiary Education Commission. (August 2010). *The Performance of Tertiary Education Organisations: Taranaki Educare Training Trust*. Online publication retrieved 26 January 2010 from: <http://www.tec.govt.nz/Reports/2009/Taranaki-Educare.pdf>

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Taranaki Educare Training Trust**.

The quality management system is continuously updated to reflect changes in policies and procedures. A notable feature of the organisation is the extensive documentation recording every process and activity. This includes feedback from learners and stakeholders and its analysis, individual learner achievement data, and achievement data that relates to different cohorts, across a number of years. There are also detailed minutes of all staff meetings and planning days. Consequently, evidence of self-assessment and planning is abundantly available. The organisation has a transparent approach to performance management and planning, and a whole-of-organisation approach to solving problems was evident. These processes have resulted in quality improvements, including improved links with stakeholders, clearer educational pathways, and a dedicated pastoral care role.

Findings³

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**.

Achievement at TETT is consistently high, well above the TEC targets and sector benchmarks. For example, in 2009 targeted funding students had a high average credit achievement rate of 42, which compares with an average of 22 across other, similar providers⁴. In 2010 the 32 learners who completed the programme achieved both the TETT Certificate in Education Support and the National Certificate in Early Childhood Education and Care. Of the 16 who did not complete, 11 were tracked into employment or further study.

Individual learning plans are an effective tool used to track learners' achievements during their time with the organisation. For some learners, their goals involve work and personal skill development, but for most these are combined with course and qualification achievement goals. The evaluation team heard from learners that they had achieved gains in confidence, time management, and presentation skills and a good understanding of working in early childhood education and care, disability support, and teacher aide. This was corroborated by tutors and workplace supervisors. For the less academic students, a work experience certificate and a number of unit standards represents a significant achievement, while for others, achieving the TETT Certificate in Education Support and the National Certificate in Early Childhood Education and Care enables them to progress to other level 5 qualifications in early childhood education offered through the local polytechnic and other national providers.

Upon entry, learners' reading, writing, speaking, and listening skills are mapped against the adult literacy learning progressions. Gains in these skills are monitored and recorded by tutors as the learners progress through the different modules. Over 90 per cent of students from 2010 achieved knowledge and skills that resulted in positive outcomes, either continuing in study or moving on to employment.

Achievement is carefully tracked and monitored at both an organisational level and for each individual. Student progress and achievement is regularly discussed among tutors. A new student management system that is being integrated with TETT's systems is intended to help bring the different systems together to ensure the data being collected and reported maintains consistency and accuracy.

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ Ministry of Education. (September 2009). *Education Counts: Training Opportunities: Statistical Profile 1999 to 2007*. Online publication retrieved 1 February 2011 from: http://www.educationcounts.govt.nz/publications/tertiary_education/57214/1

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 **Excellent**.

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

A key strength of TETT is the focus on supporting students to move either into employment or on to further training. For 2009, 85 per cent of Youth Training-funded and 80 per cent of TOPS students had achieved positive outcomes at the eight-week mark, as measured by the TEC. These outcomes, similar to results for those who are SAC-funded, included a significant number moving into work or further study in a related field. The rates for 2010, yet to be confirmed, are expected to be even better and well above sector averages⁵. These excellent outcomes align with the vision of the organisation.

The focus for students from the beginning of their time with TETT is on their future career. Every student has an individual learning plan and goals which focus on either gaining employment or continuing in study. Students are supported by staff to research study or work options. A significant number of students pathway from the programme to higher-level study in a related field. To support the success of graduates, a partnership with the Open Polytechnic enables students who pathway to the distance learning Certificate in Early Childhood Education and Care (Level 5) to join a study group which meets regularly at TETT's premises. TETT's training room is also available for other Open Polytechnic study workshops.

TETT has strong links with the early childhood education and care industry in Taranaki, and a large number of centres have staff who began their training with TETT. These relationships support the process of finding work placements for student practicums. The evaluation team spoke with a number of providers in the region who had employed students based on their practicum experience and who continued to place students, supporting their opportunity to train.

TETT is contributing to the local community by providing a bridging programme for people without foundation education to enable them to work in these care industries or progress to further education. There is a high demand for qualified early childhood education and care, disability support, and teacher aide workers, and early childhood teachers are on Immigration New Zealand's long-term skills shortage list. That TETT is meeting this community need is reflected in the fact that of the 48 students who left the course in 2010, only five have not moved to employment or further education.

The value that is placed on these outcomes is reflected in the ongoing collection of data about outcomes and destinations of graduates. Maintaining links with graduates who are working and studying enables TETT to gain useful feedback to inform future programme planning. For example, a number of initiatives, including the collaboration with the Open Polytechnic, are making success in higher-level study more likely for graduates from TETT.

⁵ Ministry of Education. (September 2009). *Education Counts: Training Opportunities: Statistical Profile 1999 to 2007*. Online publication retrieved 1 February 2011 from: http://www.educationcounts.govt.nz/publications/tertiary_education/57214/6

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 **Excellent**.

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

TETT has strong links with the community in Taranaki and continuously engages to ensure a good understanding of the work that it does and the needs of the community it serves. For example, TETT is a member of the Taranaki Tertiary Providers forum which meets monthly. It is reported that the forum has been useful in ensuring collaboration rather than competition. The organisation also has well-established relationships with local schools, disability support centres, and early childhood education centres across the region. The evaluation team saw good evidence of these key stakeholders being regularly asked for feedback on the work of the students and the curriculum content. Discussions with the education centres confirmed that TETT is open to feedback and responsive to stakeholders' needs.

Student needs are assessed on entry with one-to-one interviews, goal-setting, and an initial literacy assessment to identify the students' social, cultural, and academic needs. This information is regularly updated and shared among the small group of staff to ensure issues are being appropriately addressed. Students are continuously asked for feedback, formally and informally, and students confirmed that they appreciated being asked and felt the organisation responded quickly to concerns or complaints.

TETT responds well to the foundation-level students. Not all of the students have strong academic backgrounds, and some require extra assistance and support with literacy and numeracy. Key staff members have gained the National Certificate in Adult Literacy Education and have worked with other tutors to share understanding of how to embed literacy into the programme. Students respond well to a range of team-based and kinaesthetic learning activities. The theory that is taught on the two days in class links well with the students' practicum on the other three days.

The positive engagement with Māori tikanga and te reo was clear. The evaluation team was welcomed into the organisation with a mihi from managers, tutors, and administration staff, and all students introduced themselves using the mihi they had been practising. Students participate in a marae stay and engage with Te Whāriki, the bilingual early childhood education curriculum document. The organisation has an ongoing relationship with a kuia and has employed a staff member fluent and qualified in te reo with responsibility for pastoral care and tutoring, and this supports the engagement of Māori students.

The organisation has an extensive document trail of feedback gathered, analysed, and discussed. There is good evidence that the organisation responds to feedback and plans to meet the changing needs of its stakeholders.

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 **Excellent**.

TETT has a small group of committed teachers who relate well to learners. With a high level of pastoral care need among students, staff often have to respond to personal as well as learning issues. At times, students who are still learning how to learn, or who have motivation issues, disrupt the learning environment, and it was unclear whether effective strategies are always used to minimise this disruption and ensure the focus stays on learning. There is a high level of transparency, and all feedback from learners is collated and shared and solutions to issues are discussed as a team. Regular meetings bring the tutors together to track student achievement and discuss learning or teaching issues that may arise.

Tutors are all engaged in professional development, and the sharing of knowledge and understanding is encouraged. The programmes are well planned, with a focus on using team-based learning and kinaesthetic activities to engage students with their learning. There are good continuity plans, with teaching plans and resources in place to ensure that if a staff member is unavailable the module will still be able to be taught. Individual learning plans are used to ensure that achievement is monitored and each learner progresses at their own pace.

There is a strong connection between the practicum and in-class learning. Students gave examples of how their work on practicum gave them the opportunity to link the theory with practice. Tutors closely supervise practicum, and a high level of support is available if necessary. Feedback is gathered regularly from the education centres and this supports the learners as they develop their work experience skills.

External moderation reports have been inconsistent in the past few years and moderation continues as a work in progress. The organisation has taken a number of actions in response to feedback from moderators, including amending moderation processes and evidence collection, staff training, in-house workshops, and purchasing pre-moderated assessments. Difficulties with one particular unit standard have been acknowledged and a specialist early childhood moderator was scheduled to spend a day with tutors at TETT to unpack the unit standard and look particularly at judgement statements. It is possible that a lack of clarity around performance criteria could make consistent judgements difficult.

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 **Excellent**.

The atmosphere at TETT is warm and inclusive and students feel supported to achieve. Learners come from a wide range of backgrounds, some with significant pastoral care issues, and the organisation has good systems in place to work with these learners. A recent staff appointment has relieved tutors of some of the pastoral care duties and enhances the

one-to-one support for learners. There are close links and procedures in place for referral to a number of organisations if the student requires pastoral care guidance beyond the expertise of the tutors.

A feature of TETT is the strong focus on the individual learner and their needs and goals. Processes in place include the initial needs assessment, individual learning plans, and ongoing career planning and support. Regular staff meetings focus on the close monitoring of learner progress – academic and pastoral – so that all staff are kept up to date with learners’ progress throughout the programme. Minutes are kept of all staff meetings, and student files note progress in learning and pastoral care issues. The large amount of paperwork that this requires will be relieved to some extent by a shift to a new student management system which has a mechanism for recording all student details including learning and pastoral care issues and activities.

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

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**.

TETT has a strong vision which is shared across the organisation. Management and staff clearly have a passion for their work bridging under-prepared learners into work or further study. The organisation has a clear educational focus and is not distracted by trying to turn a profit or grow bigger. The small governance team is closely connected with the organisation. Although there is a potential for conflicts of interest, this is openly acknowledged and balanced through following policies and processes closely and through the appointment of an independent member to the trust board.

The organisation has responded effectively to shifts in government tertiary policy and early childhood education training. There is good evidence that change occurs in an open, consultative way and that the organisation is proactive in planning for change. For example, recent changes to TEC Training Opportunities funding may compel TETT to restructure its programme into two shorter courses of less than 26 weeks each. TETT fears that this may compromise the quality of outcomes; however, planning has begun to ensure that students will continue to be funded.

Staff are developed in their roles, and the performance management system is positive and transparent. One staff member described how, when an issue arose, management avoided attributing blame, acknowledged the issue, and asked what support was needed. A whole-of-staff approach to resolving issues was noted.

The quality management system is continuously updated to reflect changes in policies and procedures, and a feature of the organisation is the large amount of documentation kept on every aspect of the organisation. This includes feedback from learners and stakeholders and its analysis, related programme documents, and detailed minutes of all staff meetings and planning days. Consequently, evidence of self-assessment and planning is abundantly available.

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 **Excellent**.

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

2.2 Focus area: Certificate in Education Support (Level 3)

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

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

Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.

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).

*Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

NZQA

Ph 0800 697 296

E eeradmin@nzqa.govt.nz

www.nzqa.govt.nz