

# 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: 19 May 2015

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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:	Taranaki Educare Training Trust
Type:	Private training establishment (PTE)
First registered:	1 May 1991
Location:	13 Dawson Street, New Plymouth
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none"><li>• Certificate in Education Support (Level 3)</li><li>• National Certificate in Early Childhood Education and Care (Level 3)</li></ul>
Code of Practice signatory:	No
Number of students:	Domestic: 44 equivalent full-time students. In addition, 16 places are available for students for up to 13 weeks that are referred by the Ministry of Social Development. Approximately 12 per cent of all students are Māori and 2 per cent are Pasifika.
Number of staff:	Seven full-time equivalents
Scope of active accreditation:	As above
Distinctive characteristics:	Taranaki Educare Training Trust (TETT) provides foundation-level skills training for people interested in working in early childhood education and care, teacher aiding, community support and disability support. The 40-week programme provides practical skills and a theoretical base for further

training or employment.

In 2015 the trust has Student Achievement Component funding for nine students and Youth Guarantee funding from the Tertiary Education Commission for 28 students on the 40-week programme. The trust also receives Training for Work funding from the Ministry of Social Development for up to 16 places to deliver a 13-week programme focused on transition to employment.

Recent significant changes: TETT has submitted an application to NZQA for accreditation for a Vocational Pathway (NCEA Level 2 – Social and Community Service), which was being processed at the time of the external evaluation and review (EER).

Previous quality assurance history: NZQA found that in 2012 TETT met the requirements of national external moderation for one out of two literacy and numeracy standards (26626). TETT was required to develop an action plan in response to an adverse moderation report for 2013, where national external moderation requirements were not met for two literacy and numeracy standards (26626 and 26627) and one business and management standard.

The previous EER on 5 April 2011 resulted in NZQA being Highly Confident in TETT's educational performance and capability in self-assessment.

Other: TETT's 40-week programme comprises four modules covering the main areas (Childcare, Kindergarten, Teacher Aide and Disability Support), and four in-service papers (including Te Ao Māori, two Health and Wellbeing papers and Pathway planning). The students attend the TETT campus for two days a week and three days a week on practicum (work experience), rotating through each of the four main areas. Students are placed in local childcare centres, kindergartens and primary schools, and within the disability and community support sector. Students also complete National Certificate in Educational Achievement (NCEA) level 1 or 2 standards in literacy and numeracy. Students gain the

Certificate in Education Support (Level 3) and also the National Certificate in Early Childhood Education and Care (Level 3) and units towards the National Certificate in Early Childhood Education and Care (Level 5).

Students enrolled under the Training for Work scheme receive individualised support in employment-related skills development, and most also attempt a module of study from the certificate programme. Opportunities are also available for work placements if appropriate.

## 2. Scope of external evaluation and review

The following focus areas were agreed for the EER:

- Governance, management and strategy – this is the mandatory focus area
- Certificate in Education Support (Level 3) – this is the main programme offered by TETT.

## 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 visited TETT over two days. The evaluators interviewed the general manager (who is also the programme manager and a teacher), three teachers, the Training for Work facilitator/youth mentor, the office administrator, one trustee and eight current students. Phone interviews were also held with one trustee, three graduates, a programme coordinator from Work and Income New Zealand and six practicum supervisors. The evaluators reviewed a variety of documents, on paper and online, including management and administration documentation (plans, reports, meeting minutes), academic documentation (teaching and moderation materials), learner achievement and outcomes information and student information.

# Summary of Results

## Statement of confidence on educational performance

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

The reasons for this judgement are as follows:

- TETT has clear evidence of consistently strong educational performance over a number of years. For 2013 and 2014, course completion and qualification completion rates are higher than targets agreed with the Tertiary Education Commission for both funding categories (Student Achievement Component funding and Youth Guarantee) and compare favourably with other, similar providers of level 3 qualifications.
- Students are achieving relevant knowledge and practical skills and qualifications which enable a pathway to further study or entry-level employment in early childhood education and care, teacher aiding or disability and community support. Seventy-one per cent of students who graduated from the 40-week programme in 2014 have progressed to further study at a New Zealand university or institute of technology, or have gained employment in a related area. TETT has evidence of medium-term outcomes, which indicate that many graduates are successfully completing further qualifications and/or gaining permanent employment.
- TETT is highly effective in meeting the learning and other needs of the students. Pastoral care is closely integrated with the teaching programme. The development of students' abilities and attitudes is closely monitored by TETT with the assistance of practicum supervisors, and the evaluators found clear evidence of improved abilities (such as literacy and study skills) and enhanced well-being.
- TETT consults regularly with local employers, tertiary providers and government agencies to ensure that the educational provision meets stakeholder expectations and needs. Valued outcomes include graduates who have the required knowledge and study skills to succeed as independent learners in further study, and/or are work-ready with relevant knowledge and practical skills. This was confirmed by stakeholders, including polytechnic, early childhood, kindergarten and disability support staff.
- TETT's educational performance is supported by effective governance, and by comprehensive and well-documented management, academic and pastoral care processes and practices. Academic and pastoral information for each learner is accessible to all staff on the student management system. The close proximity of staff and daily 'stand-up' meetings ensure staff are

aware of any issues or activities underway or planned. Planning and review activities involve all staff and are informed by valid data and information from a variety of sources.

## Statement of confidence on capability in self-assessment

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

The reasons for this judgement are as follows:

- TETT has a well-established and comprehensive framework for self-assessment which is leading to meaningful changes to programmes, practices and processes and resulting in improved outcomes for students.
- TETT engages effectively and frequently with key stakeholders, including practicum supervisors, other local employers and tertiary providers. Feedback is used to inform curriculum improvements (such as an enhanced focus on writing and referencing skills) and ongoing programme planning (such as consultation on the level 2 vocational pathway). Examples were provided of responding to supervisor feedback about student needs while on practicum, such as strategies to build confidence in challenging environments.
- TETT also gathers feedback regularly from students, both formally and informally, about each module, placement and workshop. Feedback is collated and discussed at weekly staff meetings. A review sample of meeting minutes confirmed that TETT is responsive to suggestions and ideas, implementing small changes immediately and identifying more significant improvements at quarterly planning meetings when all modules and activities are systematically reviewed. Some examples include: reducing the size of workshop groups to create a more effective learning environment, team-based learning in each module and in-service workshops, and developing a variety of resources and activities to better engage students with te reo Māori. Student interviews confirmed the effectiveness of these changes.
- Teachers regularly provide constructive feedback to each other in the course of team teaching during in-service workshops and in meetings, and reflect on their teaching effectiveness both as individuals and as a team. In response to several adverse moderation reports, TETT has sought to build staff capability – through targeted professional development – and to improve assessment practices, including collaboration with other local providers. This has largely been effective; remaining issues are not widespread and are the focus for ongoing improvement.
- TETT regularly reviews the effectiveness of its support and guidance. The introduction of a third interview – involving whānau/parents as part of the

selection process – has been effective in engendering greater family support for students and reducing withdrawals in 2013 and 2014.

- Learner achievement and outcomes information is reported regularly to staff and governance. Educational performance overall, and for each funding category, is tracked over time and benchmarked against internal and external targets. TETT has a good understanding of the reasons for areas of weaker performance. TETT demonstrates commitment to supporting graduates to achieve positive outcomes well beyond their formal enrolment period.

# Findings<sup>1</sup>

## 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 **Excellent**.

TETT has clear evidence of strong learner achievement over a number of years. Rates of course completion and qualification completion are consistently equal to, or exceed, targets agreed by TETT with the Tertiary Education Commission and compare favourably with other providers delivering similar courses at the same level. Achievement data, including withdrawals and rates of progression to higher qualifications, is tracked over time and by funding category. TETT has a good understanding of the reasons for areas of weaker performance and develops effective strategies for improvement. One example is the inclusion of whānau/family in student interviews before enrolment. As a result, whānau and family are better informed and able to provide greater support for students. This initiative has contributed to a reduction in withdrawal rates among youth.

Achievement data for 2013 and 2014 is set out in Table 1.

Table 1. Learner achievement information for TETT 2013-2014, by funding category (Student Achievement Component (SAC) and Youth Guarantee (YG) compared with Tertiary Education Commission (TEC) target)								
Year	Course completion		Qualification completion (level 3)		Retention		Progression to higher-level study	
	SAC (80%)	YG (70%)	SAC (80%)	YG (60%)	SAC (60%)	YG (55%)	SAC (50%)	YG (35%)
TEC target								
2013	100%	77%	100%	71%	100%	76%	100%	71%
2014	100%	80%	100%	66%	100%	69%	80%	24% <sup>2</sup>

Educational achievement exceeds Tertiary Education Commission targets in all except one educational performance indicator, namely progression to higher-level study for Youth Guarantee students in 2014. TETT reports that this data reflects the limited options for higher-level study currently available, and that the PTE is still working with three Youth Guarantee graduates to identify suitable courses. Although still above target, qualification completion has also declined for Youth Guarantee between 2013 and 2014.

<sup>1</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>2</sup> A further 28 per cent of students have progressed to further study at the same or lower level.

In addition to qualifications, students at TETT are gaining skills, abilities and attitudes which contribute to enhanced well-being and increased confidence and motivation. Individual student records show close monitoring of the development of a variety of interpersonal skills and abilities in the workplace (such as communication skills) and attitudes and behaviours (such as reliability, responsibility and cooperation). TETT also has evidence, gathered since 2012, of the progress made by learners with regard to their literacy and numeracy levels. For 2014, overall improvements were 54 per cent for vocabulary, 74 per cent for reading and 72 per cent for numeracy. Progress reports to students and families at the end of each term, and the end-of-programme report, reflect these important achievements.

TETT is effective in using valid and reliable achievement data to understand the effectiveness of the teaching and support systems and identify areas for improvement. TETT works with each student throughout the course to manage individual challenges and minimise barriers for the best possible outcome for the student. Each student's progress towards completion is closely monitored and additional tuition and support is provided as required. TETT also has a good understanding of overall achievement rates and trends, which are reported and discussed regularly by staff and trustees.

## 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**.

TETT is consistently delivering valued outcomes to students and other key stakeholders. In 2014, 71 per cent of students who graduated from the 40-week programme have either gone on to study at a university or institute of technology, or have gained employment in early childhood education and care, teacher aiding or disability and community support. TETT's records show that many graduates are successfully completing further qualifications in a related area of study and/or are gaining permanent employment. Of the 18 students enrolled for the 13-week programme (Training for Work) since July 2013, 11 have gained employment and three have gone on to further study, which represents satisfactory outcomes for both the individuals and the funder. In all cases, students at TETT are building knowledge and skills for work-readiness which enhances their future opportunities. TETT's commitment to learner outcomes is reflected in the ongoing, active support for graduates to achieve their study or employment goals, even after the course end-date.

TETT has well established relationships with local employers, tertiary providers and government agencies. TETT consults regularly to ensure that it understands stakeholder needs and expectations, such as the knowledge and study skills the

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graduates need to succeed as independent learners in further study. Stakeholders who provide practicum placements confirm that they value the contribution of students to their workplace – initially as an extra pair of hands, and later as potential relievers or staff – who have a basic grounding in the education and care sectors. Most of the practicum providers have provided placements to TETT students for many years.

TETT gathers information from graduates and other key stakeholders, such as practicum supervisors and tertiary training providers, through phone calls, emails, visits and surveys. TETT has records of the medium-term outcomes for a number of graduates, tracking their progress through further study and into permanent employment. Some of these individuals return to TETT to share their story with current students. Participation of some Training for Work students in a module of the certificate programme provides an opportunity to gain a reference for first-time work experience. The development of a pathway to employment for Training for Work students with a local community support services agency is a further example of effective stakeholder engagement.

### 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's educational provision closely matches the needs of the students as a bridging programme which facilitates a pathway to further study or employment. The combination of vocational modules, in-service courses and practicum placements provides students with the opportunity to develop study skills, gain basic theoretical knowledge in education and care, and practise relevant skills under supervision. The programme supports the development of literacy and numeracy skills and also has a strong emphasis on career development. TETT successfully incorporates a Māori perspective, including introductory te reo and tikānga, activities and resource development. TETT caters effectively to different learning styles, using a variety of activities and assessment tasks. The input of guest speakers (including graduates) and the active involvement of practicum supervisors expose students to the real-world of work and extend their learning opportunities. Taken together, these elements ensure a programme which is part of a relevant educational pathway, is engaging for students and incorporates meaningful and relevant activities.

TETT continuously engages with a range of stakeholders to ensure that its programme continues to meet the needs of local community and education agencies and that students acquire relevant skills and attitudes. Ongoing programme planning examples include consultation on the level 2 vocational pathway to better meet the needs of lower-level learners, and an enhanced focus

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on writing and referencing skills in response to feedback from a tertiary training provider. TETT is also contributing to the development of new qualifications through the Targeted Review of Qualifications (TRoQ) process. In these ways TETT maintains an excellent understanding of the needs of the community it serves and is well positioned to respond to changes and new opportunities such as the Training for Work programme. TETT has developed a programme which offers a supported pathway to work for unemployed individuals while also providing opportunities for personal growth and access to a vocational module. Programme planning is also informed by student feedback, which is systematically gathered, collated and analysed. TETT has a regular cycle of review for all modules and activities – involving quarterly and annual planning meetings – which is resulting in meaningful changes and improvements.

Individual student needs and abilities are assessed on entry through a careful recruitment and testing regime. TETT teachers work closely with each individual, meeting weekly on a one-to-one basis, providing additional support and regularly reviewing progress. Opportunities are made available for students who have fallen behind to then catch-up. Placements are carefully managed, including initial selection to ensure the best possible learning environment for each student and weekly contact to provide support and monitor progress. Information on each student's needs and progress is shared regularly among the staff who work together to address issues. This focus on meeting individual needs is highly effective and facilitates educational achievement.

#### 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 conscientious and enthusiastic teachers who work collegially to create a team-based learning environment which is engaging and inclusive. Teaching is well structured and planned, with good linkages evident between theory and practical application. The expertise and experience of staff is an advantage with team teaching during in-service workshops. Sound processes are in place for the assessment and monitoring of achievement at all stages, both on campus and on practicum placements. For example, assessment results for workshop tasks are returned the following day and used to identify where extra support might be needed. Academic and pastoral records are available to all teaching staff on a centralised server and reports can easily be produced for individual, module and qualification information.

Teachers are open to feedback, and reflect regularly, both individually and as a group, on their effectiveness. Evidence of these processes is found in meeting minutes which also provide a record of strategies for improvement being identified and agreed.

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TETT supports teacher effectiveness through regular performance appraisals and ongoing professional development, both in relation to subject specialties and in aspects of adult teaching. Working effectively with youth has been identified as a priority for whole-team development during 2015. Assessment and moderation has been a focus for professional development in recent years. TETT undertakes internal post-assessment moderation on a regular basis using an external contractor. In 2014 TETT met the national standard for moderation in business, core skills, early childhood and literacy standards. However, in response to several adverse external moderation reports relating to numeracy standards, TETT has sought to build staff capability in assessment practices in this area and to undertake post-assessment moderation with other local providers. Despite these efforts, difficulties persist in relation to one numeracy unit standard. TETT is continuing to work constructively to address issues raised by NZQA.

### 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**.

TETT has comprehensive and effective processes for providing guidance and support to the diverse student population. A strong focus on the needs of individual learners and the integration of academic and pastoral support is evident in meeting minutes and centralised records. These provide ample evidence of TETT having a positive influence on the well-being of students and actively supporting achievement.

TETT ensures it has a good understanding of students throughout their participation in the programme which it uses to provide targeted support. Prospective students participate in a staged recruitment and enrolment process, involving a PowerPoint presentation, individual and group interviews and an initial assessment of learning and pastoral care needs. Since 2013, TETT has invited family/whānau to a third interview, in an effort to engender greater understanding and support for learners. A literacy and numeracy assessment on enrolment enables TETT to identify additional support requirements and to place the students in an appropriate class. In addition to the Pathways in-service course, support for career planning is available throughout the programme. This continues beyond the course end-date for any students who have not achieved a positive outcome (either further study or employment).

TETT's students come from a wide range of backgrounds and present with a variety of pastoral issues and needs. The youth mentor provides additional one-to-one support for students, and systems are in place to ensure referrals to external agencies as needed. Students respond well to TETT's approach of repeating and reinforcing learning and behavioural expectations, for example the Code of Conduct, which is reviewed with all students each term, and attendance

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requirements (minimum 66 per cent for practicums). A system of verbal and written warnings is in place which appears to be well understood by students and encourages a focus on learning and participation. This structured yet supportive environment is highly effective in fostering the development of personal responsibility and self-management, and contributing to positive learner outcomes.

## 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 **Good**.

TETT is a small charitable trust that is guided by a strong vision and stable leadership. There is a clear distinction between governance and management roles and responsibilities. All parties share a strong commitment to doing things well and achieving positive outcomes for students and the community. This is reflected in the regular reports and meeting minutes. Appropriate resources are available to support programme delivery and to ensure effective systems and tools for record-keeping, reporting and analysis. Recent programme developments – including the Training for Work programme and contributing to the TRoQ process – are evidence of TETT responding to and managing change well. TETT has well-documented and comprehensive management, academic and pastoral systems and processes which are regularly reviewed and contribute to sustained high levels of educational performance.

TETT's self-assessment involves all staff in regular reflection and discussion on the most important aspects of their activities. Decision-making at all levels is based on good information from a wide variety of sources, which is systematically gathered and collated. TETT is making good progress in developing staff capability for extracting meaningful data from the student management system and identifying trends over time. Smaller improvements are made on an ad hoc basis in response to feedback, while more significant initiatives are reflected in annual plans and are monitored by governance and management for their effectiveness.

TETT seems to focus predominantly on the Certificate in Education Support and the National Certificate in Early Childhood Education and Care (Level 3) for measuring learner achievement. Successful completion of this certificate may also include achievement of NCEA level 1 or 2 standards in literacy and numeracy and units towards the National Certificate in Early Childhood Education and Care (Level 5). TETT is now in the second contract period for Training for Work students and data is beginning to become available which could inform analysis of trends for students who complete a module from the certificate programme and their pathway to study or employment. Extending monitoring and analysis of learner achievement to encompass these outcomes would broaden TETT's understanding of its educational performance and strengthen self-assessment capability.

## 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 **Good**.

### 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

NZQA has no recommendations arising from the EER report for Taranaki Educare Training Trust.

# 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](http://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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