External Evaluation and Review Report

Taranaki Educare Training Trust

Date of report: 28 August 2023

About Taranaki Educare Training Trust

Taranaki Educare Training Trust (Educare) provides initial training for people interested in working in early childhood education and care, education support, teacher aiding or disability support. The sequence of (unpaid) work placements enables students to experience different environments; they develop their skills in a range of contexts and also build relationships with potential employers.

Type of organisation:	Private training establishment (PTE)
Location:	13 Dawson Street, New Plymouth
Eligible to enrol intl students:	No
Number of students (2022):	Domestic: 73 (50 equivalent full-time students) comprising: 19 ākonga Māori; two Pasifika learners; 16 learners with a declared disability
Number of staff:	Four full-time and four part-time equivalents
TEO profile:	[Taranaki Educare Training Trust](#)
Last EER outcome:	In 2019, NZQA was Highly Confident in the PTE's educational performance and Highly Confident in its capability in self-assessment.
Scope of evaluation:	New Zealand Education Support, Early Childhood, Study and Career Preparation (Level 3) (ID:123211)
	Early Childhood Education and Care (Level 4) (ID:122249)
MoE number:	8360
NZQA reference:	C52291
Dates of EER visit:	14 and 15 March 2023

Summary of results

Most students achieve well at Educare. Outcomes into further education and/or employment are also strong. Educare has data around pass rates and parity and qualification achievement. At times this is a little unfocused. The PTE maintains a healthy stakeholder and partner network, and the programmes are relevant and add value to individuals and the wider community. The core strengths of Educare are in programme design, teaching and supervision, and the care and nurture of each student they enrol.

Highly Confident in educational performance	Student achievement is strong. There have been some impacts from Covid. Although Educare has extensive, reliable achievement data, it could be more focused to clearly track trends and show patterns.

Most graduates pathway to further education and/or employment. Educare's stakeholder and partner network is an integral part of the programmes. |
| **Confident in capability in self-assessment** | The range and relevance of the various qualifications available on each programme is notable, and of value to the sector. Every student has the opportunity to achieve a tangible outcome from their study.

The PTE has a number of strengths: programme design, teaching and the supervision and care of each student regardless of background. The programmes offer structured, supervised socialisation into a range of related work environments.

Governance and management are functioning well. There has been investment in new facilities and resources such as iQualify (a learning management system). Staff are well led, understand the PTE's priorities and policies, and show professionalism which is visible to stakeholders.

NZQA has no compliance concerns from this EER, but makes two recommendations regarding data and self-assessment, and seeking a more strategic approach to achieving mātauranga Māori programme elements. |

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	In the period since the last EER, Educare students have mostly achieved well, but with some variability in retention and pass rates. Educare's analysis by Tertiary Education Commission (TEC) funding category is that: Youth Guarantee students averaged 69 per cent course completion, meeting the PTE sector median; SAC-funded trainees averaged 87 per cent successful course completions, exceeding the sector median. Māori course completion averaged 74 per cent. Qualification completions (2019-22) averaged 58 per cent for Youth Guarantee students, and 79 per cent for all SAC-funded learners (74 per cent for Māori).
	Educare reported 2020 as a particularly difficult year for many Māori and/or younger students due to Covid disruptions. Online learning impacted rates of achievement. Although Educare maintains robust records of achievement which are shared across the organisation, some aspects of data reporting are overly complex, limiting ease of understanding (see Recommendations).
	Most students (including those with a disability) progress well within the modules and qualifications in the rich pathway of programmes on offer.[2] Capability skills such as self-management and confidence to carry out routine and expected workplace activities are a feature. There is appropriate recognition of each learner's capabilities and educational background. Depending on prior learning, some students enter directly into level 4.
	Students and stakeholders (primary schools, kindergartens, early childhood centres – ECEs – and special needs services)

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

[2] Educare's level 3 programme enables trainees to complete two education qualifications in Early Childhood and Education Support, as well as a Study and Employment qualification. Level 4 enables trainees to complete three higher-level qualifications in Early Childhood and Education Support as well as a further Study and Employment skills qualification.

	value the content. The achievement of qualifications also has direct relevance to a range of education and care situations.
Conclusion:	The PTE has done well to support and retain students during a turbulent period.[3] There is some disparity of achievement across groups, but the relatively small numbers of priority group learners[4] (particularly Pasifika) amplifies and distorts the impact when reflected in percentage measures. Educare's knowledge of each learners' needs, aspirations, possible limiters to success and subsequent achievement is high. Data clarity in a range of internal reports needs attention.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Students gain self-confidence and relevant skills. The programme has a strong focus on building team relationships and interpersonal communication skills. Students and graduates described their personal growth and gave specific examples of the knowledge and skills gained.
	Pathways from level 3 to level 5, and into degree study through another education provider, are operating well. Pathway planning is provided for all students to assist with seeking employment best suited to their skills and abilities.
	In 2022, 32 graduates gained relevant employment in programme-related settings. There is demand for the graduates and they contribute positively to the Taranaki region in education and care of often vulnerable people. Also in 2022, 12 graduates went on to further training, so 89 per cent of graduates went into employment or further education.
	Teachers from centres and schools value the contribution placement students make to their teams as an 'extra pair of

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[3] The programme design allows students to experience a series of unpaid work placements in childcare, kindergarten, teacher aiding and inclusive education. Vaccine mandates and changing health settings presented challenges to continuity in study and placements for many students.

[4] Tertiary Education Strategy (2020) priority group learners: Māori and Pasifika learners/ākonga, disabled learners/ākonga and those with learning support needs.

	hands', as well as the professional discussions generated by trainees' questions; their knowledge of relevant policies is valued.

Educare follows up and attempts to correlate students' outcomes to both programme content and student goals. For example, stakeholder feedback is reviewed at planning days. Regular monitoring of students in placement provides immediate and useful feedback on student progress, needs and match to expectations. This gives Educare direct insight into the value of trainees in the workplace. |
| Conclusion: | Many graduates find qualification-relevant employment. A range of useful evidence and supporting information confirms this. The data is not always well focused or clearly presented (see Recommendations). |

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

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	The Educare programme design is relatively complex and multi-faceted. It contains well-aligned, student and workplace-relevant content. The PTE introduced the iQualify platform into their teaching and learning approach in 2020. The course design could be described as tripartite, containing campus-based and online learning; work placements (with purposeful and structured tasks and monitoring and assessments); and self-directed study in groups and on study days. Each student retained in study will achieve useful knowledge and skills, as various relevant qualifications are available. All of this is supported by intensive monitoring of student engagement and scheduled self-review involving all staff. This is discussed at meetings, is well recorded, and so can be validated by external reviewers such as NZQA.

Teaching, learning and support activities are well designed and facilitated to support trainees to succeed with their on-job learning and be ready to enter into a professional educational |

	setting. Student support is closely integrated with teaching practicum and online learning. Curriculum resources support students to continuously reflect on their learning and to deepen their understanding of key topics. Guest speakers bring in expert perspectives for certain topics.
	Educare staff are flexible and skilful in providing individualised instruction to meet trainees' specific learning needs. Staff have the appropriate qualifications and participate in professional development. There has been some staff turnover since the last EER, but currently there is a full cohort who are well versed in the intricacies of the programme.
	Feedback from stakeholders is that they see significant progress in students from first to final placement, and that the trainees provide value to their workplaces.
	Strong moderation results from a range of external moderation partners are underpinned by robust internal planning around assessment checks and internal moderation. There appears to be a culture of robust and effective assessment for learning.
	Educare uses te reo and incorporates basic tikanga (such as karakia me waiata) into its practices. Some students have indicated a desire for more of this. The PTE wants deeper ongoing interaction with iwi to facilitate programme elements. This appears to have waxed and waned over time depending on the availability of key counterparts. Covid closures also impacted here. The PTE seeks and responds to student views.
	Students feel safe as well as educationally challenged within Educare programmes. They are given clear guidance on programme expectations, and can see what is coming up next in their programme. All students benefit from the ongoing counsel, advice and professional oversight from PTE staff. The role of the placement provider staff is also significant in supporting and involving students in their learning. The processes underpinning these activities are well structured and monitored. They have been refined based on ongoing communication and review.
Conclusion:	There are clearly some very positive things happening for most students who study at Educare. This is the first time some of them have experienced a learning environment with small cohorts and close contact with teachers. As a result, most achieve well educationally. Others are seeking an employment outcome or a career change. They have a high degree of self-direction and also benefit from the free programme and

	qualifications on offer. The benefit of this for students going on to further training after finishing with Educare is that they can potentially use their fees-free status elsewhere. Self-assessment is strongest under these key evaluation questions (3 and 4).

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	A well-embedded governance and management model, which has proven capability and new membership from time to time, continues to serve the goals and aspirations of the PTE well. Educare attends to student, stakeholder and regulator needs. The PTE has successfully operated under a variety of funding and regulatory arrangements for 35 years (2022). Examples of robust self-assessment include a business plan well aligned to the PTE's purpose, and a strategic plan which has clear and appropriate goals and actions (see Recommendations).
	Educare seeks improvements and performance enhancements, and this is reflected in planning and delivery. Examples of particular note include investment in facilities (a new, suitable teaching and meeting room has recently been opened); transfer of learning material and some pedagogy to iQualify. This has been a leap forward since the last EER and reflects the constructive working relationship the PTE has maintained with Open Polytechnic. Strategic and business/financial planning is a strength. Student achievement is discussed at quarterly trustee meetings, but it is not clear that the data is presented in a way to present and underline trends.
	Ongoing management review of teaching effectiveness and programme relevance occurs in daily reflections and at term planning days. Staff are valued and supported by management and support each other in their work. Trainee and employer surveys (anonymous) and practicum surveys obtain a wide range of feedback. Stakeholders commented on the quality of performance by the PTE staff in their interactions with them.
Conclusion:	Educare is a responsive and innovative organisation identifying opportunities for programme development and stakeholder engagement. The PTE is actively involved in qualification development and review. Governance oversight is strategic, well

	informed and effective. Resources are invested in the quality of education, and this is reflected in strong student achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	The PTE has maintained alignment with NZQA and TEC compliance accountabilities well since the last EER. Examples include ongoing interaction with NZQA around programme changes and consistency reviews; all attestation and related documentation is submitted in a timely and accurate way; and credit reporting timeframes have improved since 2020.[5] Staff understand compliance concepts well, as the practicum providers they ally with operate within a highly regulated context. All staff spoke confidently about privacy and confidentiality, the regulatory context, student safety and appropriate behaviour in the workplace. A code of conduct is well socialised among students and staff. This understanding underpins the PTE's overall approach to compliance. It also informs students' understanding of these elements of the sector/industry they are entering. Educare has a comprehensive 'Trainee Wellbeing and Safety Strategic Goals and Plan' document. This pre-dated the Code of Practice[6], and so provided a foundation for the self-review and development of an action plan towards full implementation of the Code. The self-review was somewhat lacking in analysis but is aligned well to current policy and practice. It is accurate in the claims made by Educare regarding what is 'implemented'. The TEC audit in 2020 raised no areas of non-compliance; improvements were sought in regard to signing enrolment forms, and one potentially non-eligible student was identified.
Conclusion:	The PTE manages and maintains compliance well. The importance of policy structures and maintaining standards is

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[5] In 2020, 62 per cent of results were reported to NZQA late due to Covid-19 disruptions. In 2021-22 around 3 per cent were reported late.

[6] The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	core to its sector stakeholders, and this shows in the PTE's own record of knowing and meeting regulatory requirements.

Focus areas

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

2.1 New Zealand Education Support, Early Childhood, Study and Career Prep (Level 3) (123211)

Performance:	**Excellent**
Self-assessment:	**Excellent**

2.2 Early Childhood Education and Care (Level 4) (122249)

Performance:	**Excellent**
Self-assessment:	**Excellent**

Recommendations

Recommendations are not mandatory, but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Taranaki Educare Training Trust:

1. Refine and focus the reporting of the copious and useful data which is being derived from a range of sources. There is a need to refine and perhaps streamline some self-assessment activities to better extract the benefits from the existing investment of time and effort (relates to key evaluation questions 1 and 2 in particular).[7]

2. Consider adopting a more formalised approached to reinforce organisational commitment to localised (mana whenua) bodies of knowledge (mātauranga) and practices (tikanga) to support outcomes beneficial for all parties – ākonga, graduates, kaiako, stakeholders, industry. This approach should not depend on willing individuals available from time to time but should have continuity and mutual benefit for all parties.

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[7] Educare's strategic plan has already identified a desire for 'system improvement'.

Requirements

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

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

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud[8]*

- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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[8] NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*

- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*

- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

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

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/, while information about the conduct and methodology for external evaluation and review can be found at https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/.

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