External Evaluation and Review Report

Cornerstone Education Limited

Date of report: 23 November 2023

About Cornerstone Education Limited

Cornerstone Education comprises two schools: Aspire2 Business Management Programmes (BMP) which provides distance education in business management; and Aspire2 Workplace Communication (WPC) which provides a range of bespoke literacy, numeracy and communication training for employees in the workplace.

Type of organisation:	Private training establishment
Location:	Cornerstone Education Limited, Floor 10, 62 Victoria Street West, Auckland
Eligible to enrol intl students:	No
Number of students:	BMP
	Domestic: 2023 – 928 learners; Māori 269, Pasifika 104, Disabled 91
	WPC
	Domestic: 2023 to end July – 1424 learners; Māori 269, Pasifika 104, Disabled eight
	International: nil
Number of staff:	BMP
	21 full-time; three part-time; 22.5 full-time equivalents
	WPC
	14 full-time; 28 part-time
TEO profile:	Cornerstone Education Limited (link to provider page on NZQA website)
	(Cornerstone Education's formal documentation uses a number of terms for student and tutor. WPC refers to 'learners' and 'tutors', and BMP refers to 'ākonga' and 'kaiako'. For the purposes of consistency, this report will use the terms 'learners and 'tutors'.)

Last EER outcome:	At the previous EER, conducted on 16 April 2019, NZQA was Confident in Cornerstone's educational performance and capability in self-assessment.
Scope of evaluation:	• New Zealand Certificate in Māori Business Management (Level 3) ID: 126642 Ref: 3501-1
	• New Zealand Diploma in Business (Level 5) ID: 127059 Ref: 2459-3
	• Workplace Communications programme (Literacy/Numeracy)
MoE number:	8365
NZQA reference:	C52667
Dates of EER visit:	5-7 September 2023

Summary of results

A well-informed and strategic purpose underpins Cornerstone Education's operations to maintain and support strong achievement and highly valued outcomes for its stakeholders and learners. Mostly effective systems and processes lead to considered decisions and improvements.

Highly Confident in educational performance

Confident in capability in self-assessment

- Cornerstone Education provides individualised guidance and support which underpins mostly strong learner achievement and gains that foster personal and professional advancement.

- Management works closely with key industry partners and stakeholders to identify industry demand and employer and learner needs. Cornerstone is effectively delivering bespoke and flexible solutions for WPC clients and BMP distance learners through the business programmes.

- The learning environment is inclusive and culturally appropriate for learners of diverse backgrounds. Tutorial teams provide learners with engaging and supportive opportunities to learn and practise business skills relevant to their workplaces. Learning activities are authentic and meaningful and lead to applicable business solutions.

- Comprehensive and effective record-keeping supports consistency across priority activities including delivery. Systematic gathering and analysis of information informs decision-making.

- Governance and management and academic leadership is strong and agile, supporting a collaborative staff to respond appropriately to client and learner needs, and is effective at meeting compliance responsibilities. The board is well informed of outcomes and the relevance of the programmes offered.

- Some strategic priorities and processes to

understand and address the needs of priority learners are still being developed and require further impetus to be effective. The impact of these initiatives and the intended positive outcomes is still to be seen.

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Good**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Across both schools (BMP and WPC), learner achievement is generally strong and meets internal targets.
	BMP learners are mostly completing courses and gaining qualifications.[2] Overall, Māori and Pasifika learners are achieving at lower rates compared with non-Māori and Pasifika learners across the reporting period. Cornerstone is working to understand and rectify this gap by adopting a continuous improvement approach to strengthen whole-team monitoring and management of priority learner group success. Cornerstone recently changed the content of courses to include more user-friendly online material incorporating te ao Māori to better support the learners. These initiatives are at an early stage and it will take time to see improvements.
	Learners with a disability are identified, but disaggregated data on achievement for this group was not available. Collation, analysis and use of this data, however small, will strengthen self-assessment to understand this priority group's learning needs.
	WPC achievement is strong, and a high percentage of learners are completing courses, achieving literacy and numeracy gains and greater workplace competency.[3] Learners are gaining increased communication capabilities and confidence to apply their skills and knowledge on the job. As a result, employees/learners are more productive in the workplace and contribute to work

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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] Refer to Appendix 1, Figures 1 and 2 for BMP completions data.

[3] Refer Appendix 1, Table 1 for WPC completions data.

	decisions. Learners' existing workplace knowledge is also validated.
	Māori learner achievement is similar to other groups. Pasifika learners are making the most literacy and numeracy gains in comparison with other learners. Although learners with a disability are not actively disaggregated, WPC staff are aware of the differences between their students, and this priority group's achievement is also similar.
	The data and achievement-related information is analysed to gain insights into learner gains and accomplishments. Effective data analytic systems are used to analyse the information to inform changes and improvements. Staff regularly discuss achievement rates. This whole-organisation approach is enabling effective monitoring and maintenance of achievement for both WPC and BMP.
Conclusion:	Achievement is generally strong across programmes. Planned initiatives to improve outcomes for Māori and Pasifika achievement are ongoing. Highly effective systems for data collection and analysis underpin appropriate decision-making and improvements.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	BMP and WPC provide valued outcomes to stakeholders and learners. Workplaces gain a more confident workforce with improved communication skills and an increased contribution to workplace decision-making and collaboration. BMP graduates are promoted or pathway to leadership roles.
	All WPC and most BMP learners are already employed. Learners are more confident, capable and engaged in workplace activities. They have an improved understanding of operational challenges and use critical thinking for solving problems.
	Leaners gain personal skills that can be used at home and

in the community. Their enhanced confidence and self-worth enable them to explore challenges and overcome barriers.

The BMP programmes provide an avenue for learners to formalise their knowledge and gain recognition for skills that enable careers or promotion. Learners develop independent and critical thinking, gain an understanding of business practices, and bring new knowledge to their places of work.

Learners gain a greater awareness and appreciation of bicultural norms and values and an awareness of the application of Māori principles and practice within business contexts and community. This supports and influences further development of learners' cultural identities.

The BMP school has developed enduring partnerships with business-to-business organisations who use the BMP programmes as part of their professional development. BMP acquires feedback from industry, local communities, whānau and learners to inform programme review and to ensure programmes meet stakeholder needs.

It would be beneficial and more convincing if BMP learner surveys resulted in greater responses to be more representative of the cohorts. BMP understands the challenges in gathering information about further benefits and value from distance learners after graduation. The school is exploring strategies to strengthen these processes.

WPC training leads to improved confidence in learners and a willingness to engage with further study, exploring job prospects and new roles or promotion.

WPC managers build strong customer relationships, and more than 50 per cent of clients are returning business. This is testament to meeting stakeholder needs. WPC uses client and learner touchpoints to understand needs and respond at various intervals as part of a continuous improvement framework. This feedback is used to inform programme improvements. An evaluation and feedback report is sent to clients at the end of the training, which is helpful to the client in understanding the programme's effectiveness in meeting their workforce needs. The aftercare options for WPC clients could be a useful method

	of capturing further understanding of value if it was more readily available.

WPC is focusing on workplace communication training specific to Māori business requirements. This supports the growth and development of communities and iwi bodies of knowledge. Learning solutions developed for marae-based delivery and cadetship programmes in health services are examples of WPC's extensive engagement across industry, iwi and communities. There are opportunities for growth and sharing good practice around building enduring relationships across WPC and BMP to ensure engagement is appropriate and relevant to Pasifika and Māori communities and businesses. |
| Conclusion: | There is strong evidence of the value BMP and WPC provide to industry, relevant stakeholders and learners. The schools' self-assessment provides relevant information, with some processes in development to strengthen insights of value. |

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Robust and comprehensive processes and consultation support programme review at BMP. Engagement with industry agencies, iwi community organisations and stakeholders is part of BMP's continuous improvement process and annual programme review. Programme improvements are in line with industry needs and the learning experiences required. Feedback from stakeholders has enabled the development of six new business programmes in the last two years.

BMP is building and growing programmes to accommodate Māori needs by embedding and integrating te ao Māori values, te reo Māori and te Whare Tapa Wha across all business programmes. The organisation is building its own cultural capability to address its limitations. Oversight and monitoring of Māori needs is ongoing and feeds into annual |

programme reviews of the BMP programmes.

Regular monitoring of every programme provides organisational understanding of any gaps and informs improvements and capability building. Learner and staff feedback is used to make decisions about the effectiveness of delivery and resourcing needs. This has led to the development of engaging and stimulating content and activities. Weekly team collaboration and management meetings across the organisation ensure information is shared and informs further actions. Programme review sheets are used to formally capture programme information to inform review.

Since the last EER, BMP has introduced more robust assessment and moderation processes. Tutorial staff monitor learner progress and provide ongoing, useful feedback to learners in a timely manner.

The programme manager completes pre-assessment moderation. An annual internal moderation plan ensures 30 per cent of all assessments (and new tutors) are post-moderated. All assessments are moderated on a three-year cycle. A systematic process ensures all learner results are ratified before final marks are released. Checks on internal post-assessment moderation ensure academic integrity. Regular internal and positive external moderation validates assessment outcomes.

WPC co-designs delivery with their clients from a base design. The management team uses a collaborative process of multiple touchpoints and effective data collection systems to monitor, understand and respond to emerging clients' needs. This results in highly contextualised and tailored programme design and delivery. The training solutions are delivered in the workplace at flexible worktimes to avoid the impact on workplace productivity.

Learning is planned but flexible, structured but adaptive and learner-centred to cater to emerging learner needs. The use of workplace documentation and context ensures learning is authentic and relevant to the learner. Tutor and programme managers work closely to ensure the success of the training. Programme managers observe tutors conducting sessions to inform team expertise and ensure

	quality standards are maintained.
	Tutorial staff are experienced and highly qualified in adult literacy and teaching. The online adult literacy and numeracy assessment (LNAAT) tool is used for learners' formal assessment as it shows progression. Tutors also engage with the learners at regular checkpoints to ensure progress is understood. Tutors respect the privacy of the learners.
	Learner assessment completion and gains are monitored and only learners are provided with these confidential results. Learners also complete continuous improvement project presentations to employers to showcase their achievements. The training addresses a range of workplace issues. Learners' gains are reported to the client at the end of the programme.
Conclusion:	Programmes are relevant and well matched to learner and stakeholder needs. Learning activities, resources and assessments are appropriate and engaging. Learning is supported by experienced and qualified staff. Self-assessment is used purposefully to review and enhance teaching and learning.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	The organisation supports most of the learning and pastoral needs of the learners, with ongoing monitoring to develop greater understanding of learner needs. Appropriate processes are used to track and support learners on the BMP programme. BMP programme coordinators work closely with tutors to understand learner needs and use the information to improve the support for learners.
	The learning management system monitors attendance and informs the tutors if learners are at risk of falling behind and require further support or check-ins. Ongoing monitoring ensures early intervention. Learning check-ins and discussion forums provide opportunities to improve

tutor understanding of learner support needs. Additional support is available through the support staff and contract tutors, although learner feedback suggests this support has been variable. Academic support could be strengthened with more timely responses for distance learners. While tutors are available to support Māori and Pasifika learners, it would be more beneficial if these priority learners were able to access more regular, scheduled support to ensure they have the necessary opportunities to achieve.

Tutors have varying abilities and strategies to support learners with specific barriers to learning. It would be beneficial to provide some professional development/strategies to these contracting staff to ensure learners receive the appropriate support or direction to access support.

The process for collecting BMP learner surveys could be strengthened to ensure the learner voice is stronger and more representative across all cohorts.

WPC interviews at the start of the programme enable learning goals and needs to be established for each learner. This process helps build rapport and a collaborative learning environment. Individual learning plans are developed for each learner, and progress is tracked at various checkpoints throughout the programme.

Learning materials are informative and provide clear guidance around expectations and accessing appropriate support. Workplace managers receive coaching sessions on supporting learners.

Where support for wellbeing is required, tutors can refer learners to several external agencies and resources. The Code of Practice[4] self-review has considered areas for improvement, and the management teams have developed a range of processes in response to the Code review. Students have very limited time with the organisation, but procedures are in place to ensure that student wellbeing and needs are considered.

The organisation's disability action plan supports the needs of self-identifying learners with a disability. Tutors (including contractors) for both WPC and BMP have varying

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[4] Tertiary and International Learners Code of Practice

	abilities in dealing with diverse learning needs. It would be beneficial to provide all tutorial staff with the necessary professional development and strategies on how to manage learner challenges such as dyslexia and provide appropriate direction for support.
Conclusion:	BMP and WPC have mostly effective contributing processes to providing support to distance and workplace learners. Processes could be strengthened to support priority groups, minimise barriers to learning, and gather the learner voice.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Cornerstone has a clear purpose and direction for both BMP and WPC business operations. Cornerstone's commitment to Te Tiriti o Waitangi, diversity and inclusion underpins the organisational culture and is evident in overarching strategic pillars and the Māori strategic plan. These strategies emphasise the values and principles that drive organisational practice. Governance and management are innovative and provide strong and dynamic leadership to ensure a collaborative learning environment is well supported. Strategic planning and organisational growth and development are informed by market demand and lead to bespoke and intentional solutions to support growth. Robust and real-time systems ensure leadership is well informed of operational activities and the needs of stakeholders. Tutors are experienced and highly qualified. BMP recognised the need for staff with cultural and subject matter expertise to ensure learners are well supported by staff with the relevant expertise and experience and aligned to the values of the organisation. The organisation has taken effective steps to grow capability, relevance and understanding that will support Māori and Pasifika learners. An example of this is the cultural competency training being rolled out for staff.

	Management and staff collaborate regularly to ensure stakeholder needs and expectations are being met. A strong focus on building positive stakeholder outcomes and continuous improvement is evident. Cornerstone uses comprehensive processes for WPC and BMP to collect information and feedback from industry stakeholders. Regular reflective and analytical practices lead to regular reporting to ensure information in both business units focuses on continuous improvement and self-assessment.
Conclusion:	Cornerstone governance and management effectively supports educational achievement. Innovative, collaborative and highly reflective teams contribute to decision-making that clearly aligns to the organisation's educational purpose.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Cornerstone has effective systems and processes to monitor important compliance accountabilities. Overarching compliance is monitored by the Aspire2 group. A continuous improvement log uses a traffic light system to determine progress and leads to compliance requirements being met in a timely manner.
	Management maintains oversight and regular reporting about key stakeholder requirements – including to the Tertiary Education Commission (TEC) and NZQA – to ensure it is meeting compliance requirements. Annual WPC funding from the TEC has increased over the last four years due to the successful delivery of programmes. BMP has responded appropriately to previous EER recommendations and has strengthened moderation processes.
	Self-review of the Code of Practice is a sound process, involving relevant staff and a Code gap analysis implemented in 2022 to strengthen practices. Responsibilities for the Code of Practice are managed well.
	All attestation requirements are met in a timely manner. No

	compliance gaps were identified at this EER.
Conclusion:	Cornerstone has comprehensive and robust systems to monitor and manage its key compliances and is meeting these compliance requirements well.

Focus areas

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

2.1 New Zealand Certificate in Māori Business Management (Level 3)

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Overall learner achievement for the first year of delivery of this programme is exceeding BMP internal targets. There is sufficient evidence that the programme is contributing to learners' personal growth.
	Programme design is deliberate, informed and well aligned to Māori businesses, iwi, industry and community needs. More work is being undertaken to further understand the needs of Māori stakeholders. Robust and effective assessment practices are validated by positive internal and external moderation.
	Learners are supported through discussion forums and learner check-ins. However, additional support to cover some challenging content would be beneficial to ensure learner success.
	Tutors are well experienced and work well with the learners to understand their needs and provide appropriate motivation and academic support. Academic leadership is strong.
	It would benefit BMP to gain further understanding of value through regular, ongoing engagement with external advisors. This will create greater linkages to te ao Māori and have a positive effect on Māori and/or non-Māori businesses who work alongside Māori communities and iwi.
Conclusion:	The needs of learners, stakeholders and the community are well understood and met, contributing to strong learner outcomes and providing benefit to their industries and communities.

2.2 New Zealand Diploma in Business (Level 5)

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	A drop in course completions in 2022 aligns with high workloads and job pressures, resulting in learners reprioritising their commitments. Pasifika learners are showing an increased rate of non-completions in comparison with previous years. This includes the 21 per cent who completed the programme without achieving a qualification. BMP has not fully addressed a persistent parity gap in achievement for Māori and Pasifika learners year on year.

Learners on this programme come with existing knowledge and skills and most are in employment. Evidence of value could be strengthened with further feedback from graduates and employers to better understand the value of completing the programme.

BMP needs to review its responses to business-to-business workload challenges which could affect the learners' ability to maintain their study. Better support strategies for learners in work could be communicated to ensure ongoing progress. Negative client feedback requires appropriate responses to close the feedback loop to ensure client issues are addressed and to retain learning pathways.

Programme review is regular and fit for purpose. Robust processes to identify and improve assessments through pre- and post-assessment moderation and external moderation validates that assessment is fair, appropriate and consistent.

Further relationship building with learner supervisor/managers in the workplace could be strengthened to encourage support for learning priorities. Formalising regular touchpoints with clients would also be beneficial. |
| Conclusion: | Performance in this programme is strong. Learner and stakeholder needs are mostly being met and are contributing to good learner outcomes. Processes to share information with clients and to monitor learner progress |

	could be strengthened.

2.3 Workplace Communications programme (Literacy/Numeracy)

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	This training programme has high achievement and positive outcomes for learners, who gain useful skills and knowledge contextualised to their workplaces. Clients gain a capable and confident workforce who improve their work performance. The base programme is customised to address workplace issues and incorporate the client's business needs to improve workforce capability. Training takes place during work time. Effective systems monitor individual learning progress and achievement of client training goals. The use of the LNAAT tools confirms significant gains for learners' literacy and numeracy. Well-defined reporting and feedback checkpoints inform continuous improvement and provide clients with feedback about the learning achievements of their workforce compared with the initial scope of work. Employers attest to seeing improved workforce performance and report that the overall value of training is high.
Conclusion:	Comprehensive and robust processes underpin strong achievement and high value for the stakeholders and learners. Self-assessment is comprehensive and leads to meaningful improvements and good learner outcomes overall.

Recommendations

Recommendations are not compulsory 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 Cornerstone Education Limited:

- continue building strong, enduring stakeholder relationships and continue to engage with business communities and agencies to be informed of community and iwi needs

- strengthen processes to gain a more representative understanding of learner needs

- strengthen processes to further embed the Māori strategic plan to support Māori learners, and continue to develop a Pasifika strategic plan for Pasifika learners to address the parity gap in achievement

- track achievement of learners with disabilities/impairments to understand their achievement and support needs

- provide professional development and training for all tutorial staff to support their understanding of learning barriers/disabilities and possible strategies to guide learners with different learning needs.

Requirements

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

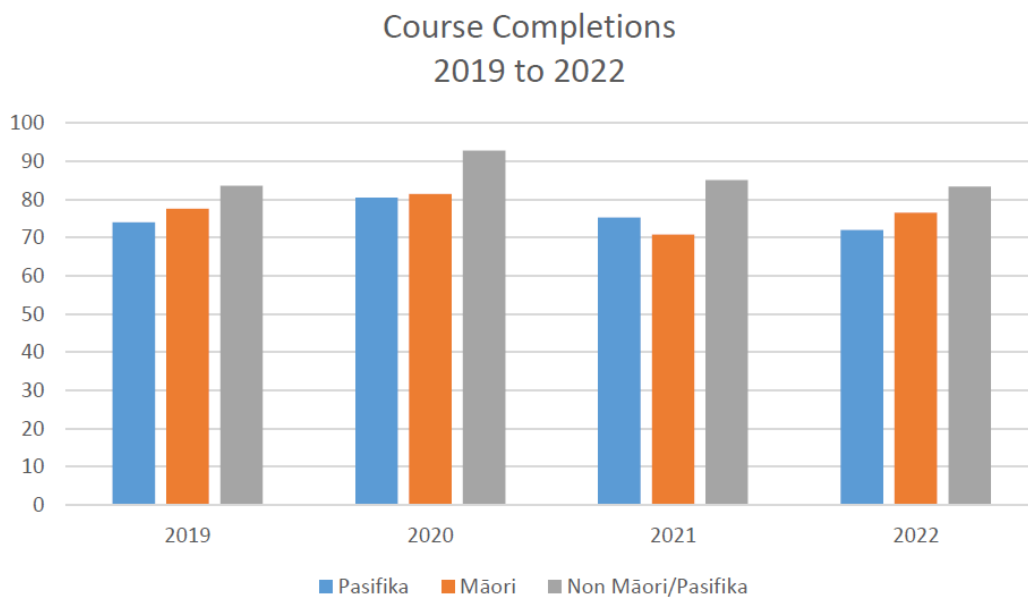There are no requirements arising from the external evaluation and review.

Appendix 1

BMP achievement data

Figure 1. BMP course completions 2019-22 (supplied by Cornerstone BMP)

Figure 2. Average qualification completions 2019-22 (supplied by Cornerstone BMP)

WPC achievement data

Table 1. LNAAT assessment completion rates (supplied by Cornerstone WPC)

		Initial				Progress			
		2019	2020	2021	2022	2019	2020	2021	2022
Reading	Overall	99.6%	96.1%	99.7%	98.7%	96.6%	87.7%	95.3%	90.7%
	Maori	99.1%	97.3%	99.5%	98.9%	98.5%	85.9%	97.6%	91.4%
	Pasifika	99.8%	95.0%	99.8%	98.0%	95.1%	89.3%	95.3%	87.6%
Numeracy	Overall	98.7%	96.3%	99.6%	98.4%	96.8%	85.2%	95.2%	92.5%
	Maori	99.1%	97.7%	99.5%	98.7%	97.9%	83.5%	95.3%	94.5%
	Pasifika	98.2%	95.5%	99.8%	97.7%	95.7%	86.3%	96.0%	90.7%

Figure 3. LNAAT gains for 2022 reading (supplied by Cornerstone WPC)
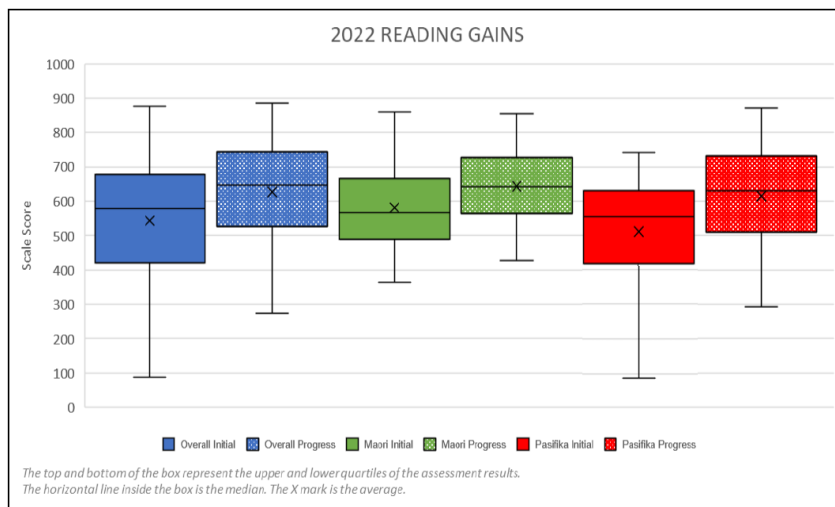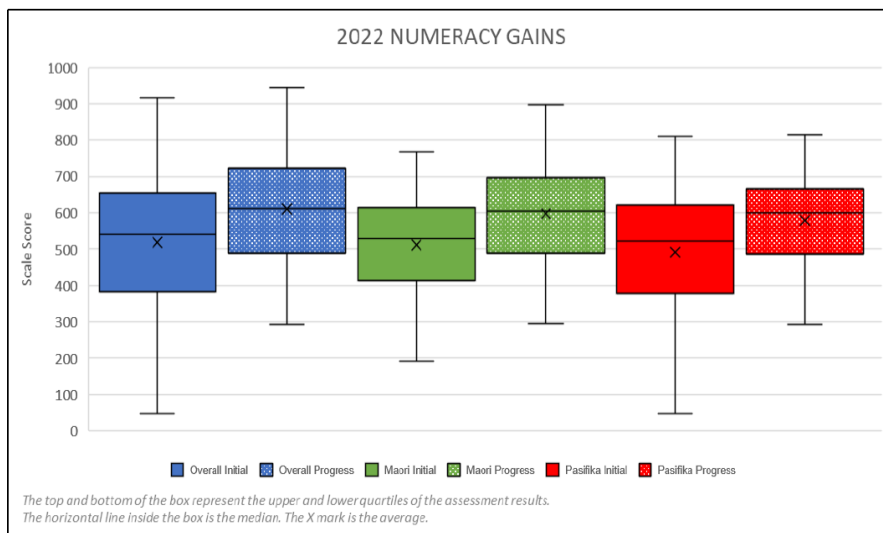

Figure 4. LNAAT gains for 2022 numeracy (supplied by Cornerstone WPC)

Appendix 2

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[5]*

- *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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[5] 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.

Final

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/.

Final

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