

About Land Based Training Limited

Land Based Training Limited (LBT) provides mainly primary industry pre-employment training at more than 40 sites across many New Zealand regions.

Type of organisation:	Private training establishment (PTE)
Location:	191 St Hill Street, Wanganui
Eligible to enrol intl students:	Yes
Number of students:	Domestic: 3219 (633 equivalent full-time students in 2022); Māori 1588 (49 per cent), Pasifika 132 (4 per cent), disabled 320 (21 per cent) ¹ International: nil
Number of staff:	79 full-time equivalents
TEO profile:	NZQA website profile
Last EER outcome:	NZQA was Confident in the educational performance and Confident in the capability in self-assessment of Land Based Training (August 2019).
Scope of evaluation:	<ul style="list-style-type: none">• Student Achievement Component (SAC) 3+ provision• Student Achievement Component (SAC) 1 and 2 and Youth Guarantee-funded provision• Literacy and numeracy funded delivery• Māori achievement and outcomes
MoE number:	8405
NZQA reference:	C54108
Dates of EER visit:	21-25 August 2023

¹ Disability data was collected from the SAC and Youth Guarantee-funded learners (1527).

Summary of results

LBT is meeting well the important needs of its learners, communities, industry and Māori stakeholders. LBT has a reflective and nuanced self-assessment capability supporting many improvements. The quality, use and communication of complex data is a work in progress.

Highly Confident in educational performance

- LBT is an innovative provider, developing mostly effective training partnerships (including with multiple Māori stakeholders and in remote communities). LBT attracts a high proportion of Māori and marginalised learners. This mahi produces some outstanding outcomes.

Confident in capability in self-assessment

- Overall achievement is generally strong. Many learners develop relevant and applied life and vocational knowledge, skills and attributes. Māori learners complete close to or on par with all learners at lower levels on the qualifications framework.² Students with a disability complete on par or better than all learners.
- Learners progress to further training or employment, although the outcomes data is not yet comprehensive and well analysed. Training contributes to better wellbeing and improved productivity. There are signs of organisational and community development.
- LBT uses a range of effective approaches for delivering its training. Individual learning plans are useful. LBT hires tutors with subject matter expertise and a passion for people and community connections. LBT ensures the development of the tutors' training capability. Assessment and moderation practice is sound overall.
- 'Everyone matters' – there is a clear, strong and effective commitment to support all learners and enable them to move forward in their lives.

² The few Pasifika learners complete at rates above and below all learners.

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- The LBT leadership is innovative yet prudent; restructuring has improved the PTE's capacity and capability.
 - LBT effectively manages its key regulatory requirements.
 - LBT has a reflective and nuanced self-assessment capability. The quality, use and communication of complex data is a work in progress requiring attention.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Most learners enrol in full-time, foundation-level primary industry or trades-related programmes or part-time literacy and numeracy training. LBT learners are developing relevant and applied knowledge, skills and attributes. Moderation practices and results support overall confidence in the validity of learner achievement.</p> <p><i>SAC 1 and 2 and Youth Guarantee-funded provision</i> – course completions for SAC 1 and 2 learners have been strong since the last EER. Qualification completions have slightly improved. Course completions for Youth Guarantee learners have improved. However, qualification completions have declined.⁴</p> <p><i>SAC 3+ funded provision</i> – course completions have significantly improved and have remained very strong since the last EER. Qualification completions have improved to a strong level.</p> <p><i>TEC commitments</i> – LBT met or exceeded its Tertiary Education Commission (TEC) contracted commitments for Youth Guarantee and level 4 and above funded delivery. However, level 1-3 completions were below commitments.</p> <p><i>Literacy and numeracy funded delivery</i> – over 97 per cent of the 2022 learners showed measurable progress in their reading and numeracy assessments. The results for Māori and Pasifika were on par. This is a strong result for that one year.</p>

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 For further achievement details see Tables 1-7 in Appendix 1.

	<p><i>Māori achievement</i> – LBT consistently attracts a high proportion of Māori learners, around half of the total. Course and qualification completions for SAC 1 and 2 and Youth Guarantee Māori learners were close to or on par with all learners. There were some disparities at level 3 and above. The small number of Pasifika learners completed at rates above and below all learners, depending on the level. Learners with a disability completed courses on par or better than all learners.</p> <p>LBT actively monitors individual learner progress to support engagement and course completions. Individual data is live for the online assessment. The PTE's analysis of trends (by programme, across sites, tracking against TEC commitments, sector averages) is limited in its internal reporting. Given the PTE's size and complexity, stronger reporting would better inform decision-making.</p>
Conclusion:	Overall learner achievement is generally strong. Self-assessment is sound. There are opportunities to improve analysis and reporting to support better decision-making.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>LBT's purpose is to engage with communities and industries to deliver vocational training that creates '<i>Better Skills, Better Jobs, Better Future</i>'. There is strong evidence that LBT is fulfilling its core purpose well. Key findings were:</p> <ul style="list-style-type: none"> LBT is a mainstream vocational provider which is often effective and innovative in developing a diverse range of training partnerships. Most notably, these include multiple Māori entities, the Department of Corrections, and remote communities (including upskilling Botswana farmers in an aid project). LBT designs sequential training that supports community and organisational autonomy and development.. The above mahi produces some outstanding outcomes.

	<ul style="list-style-type: none"> • LBT engages learners, many marginalised, who have not previously achieved in formal education. Through their training, learners develop work-ready capabilities. Residential delivery is clearly an effective training approach. Training contributes to improved work productivity. Cohort-level learner feedback sighted shows the impact of the training on capability and, to some extent, wellbeing. • Literacy and numeracy tuition engages many learners who progress to further training or employment. The Hastings site reported in 2022 that 88 per cent (157) of these learners (179) went on to these two destinations. The destination data across the PTE is not comprehensive or well analysed. • More generally, there is an opportunity to better collect, analyse and identify outcome patterns across LBT's key activities.
Conclusion:	LBT is meeting the key needs of multiple and diverse stakeholders well, with training responding to their identified needs. This training offers learners useful work-ready skills and practical outcomes for communities and industry. There is a rich understanding of needs; however, the quality of self-assessment can be improved.

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:	Good
Findings and supporting evidence:	<p><i>Training design</i></p> <p>LBT engages well with key stakeholders, including Māori and in remote locations, to develop training that addresses their important needs. LBT undertakes systematic programme design reviews that inform a considered move towards digital assessment and learning materials and flexible modules away from unit standards. This shift provides better monitoring of usage and completions. However, its application to NZQA for new or revised programmes often requires strengthening.</p>

	<p><i>Training delivery</i></p> <p>LBT uses a range of effective approaches for delivering its training. Learning theory is closely followed by application in a workplace environment. Intensive residential farm-based learning – and learning beekeeping on active hives – is highly effective. Learning embedded within a community, marae or organisation appears effective, although organisations enrolling staff can present complex trade-offs. Stronger data analysis may offer insights. Individual learning plans are a useful tool, particularly for supporting clear goal-setting for the literacy and numeracy funded tuition.</p> <p>LBT seeks to hire tutors with subject matter expertise who are passionate about people from the locality/rohe/iwi, bringing their community connections and standing. This approach supports local autonomy, ongoing training and community/organisational development. Training expertise is desired but not required. LBT thoughtfully inducts, trains, provides accessible resources, and has experienced managers to mentor the tutors to assure and develop their training and assessment capability. This area requires careful active management and monitoring.⁵</p> <p><i>Assessment, moderation, programme review</i></p> <p>LBT meets most of its external moderation requirements. It systematically revises assessments through a formal change register process. LBT has regular and coherent internal moderation practice. Overall, assessment is fair, valid and consistent. Six-weekly industry tutor meetings review progress, receive updates and support consistency.</p> <p>LBT undertakes periodic programme design review. However, the current reviews do not include a comprehensive range of data (such as completions, learner feedback, tutor reflections and consistency review data) or clearly identify actions and assess the impact of actions at a later point in time.⁶</p>
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⁵ Refer to 1.6 for a related finding.

⁶ There was a similar finding in the 2019 EER report. See 1.6 for further details.

Conclusion:	Training design and delivery typically match well the needs of many LBT learners, industry and its range of stakeholders. LBT reviews its performance. However, there are a few self-assessment gaps that require more attention. These include reviewing tutor capability and programme performance.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p><i>'Everyone matters'; 'We are all whānau, we succeed together, your success is my success'</i>. There is strong evidence that LBT values and priorities underpin the support and guidance provided to learners.</p> <p>LBT invests significant financial resources to support its learners. It actively seeks to engage people in learner-facing roles from the learners' world who are passionate about making a difference for the learner. For example, in Hastings, the kuia van drivers are tasked with developing vital relationships with learners and their whānau. LBT supports learner wellbeing with transport to and from the delivery site, daily kai, and providing IT devices.</p> <p>In Hastings there is an open entry for learners, with staircased training options on offer. It was noteworthy that nearly all learners interviewed learnt of LBT through a current or past learner. The cohort-based learner feedback sighted was positive. However, it was not aggregated or analysed, and response rates were not clear. LBT recently established a programme success co-ordinator role which reviews the blended learning programmes, enabling stronger analysis and monitoring. Tutors monitor completions and attendance, while team leaders/managers also have oversight and coach staff.</p> <p>LBT has undertaken coherent and systematic pastoral Code of Practice reviews, developed a learner success plan and a detailed disability action plan focused on equity.</p>

	<p>These plans have workflows and SMART⁷ goals that are being progressively implemented. It is too early to assess the impact on learner wellbeing and success.</p> <p>LBT values guide pastoral practice, the building of staff capability and the support for both learner and staff wellbeing. However, given the complexity of LBT learner needs, a research/best practice-informed pastoral care framework would add value. The otherwise excellent staff induction has little explicit focus on the pastoral dimension of the role.</p>
Conclusion:	LBT effectively supports its diverse learners to engage, stay involved and complete their learning journey and/or progress to work or further training. Self-assessment is coherent, values-driven and mostly systematic.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Since the last EER, LBT has developed clearer direction and guidance⁸, with staff contributing to this reframing. Two long-standing, experienced directors govern this large and complex educational organisation. They bring a financially prudent yet innovative leadership to ensure a sustainable business in a dynamic and demanding operating environment. LBT has coherently restructured, increasing the capacity and capability of its educational and academic leadership.</p> <p>This PTE takes calculated risks in developing initiatives that respond to stakeholder needs in a complex environment. LBT has a notable ability for working in ongoing partnership with diverse Māori entities. LBT has invested in a digital platform for assessment and delivery, and most recently developed a professional development and induction portal. Staff are valued. At the same time, a</p>

⁷ Specific, Measurable, Achievable, Relevant, Time-bound

⁸ LBT has developed and/or revised its *Director's Statement, Values, Mission, and Priorities*.

	<p>recent staff survey identified some issues that are being addressed.</p> <p>LBT has a reflective and nuanced self-assessment capability for making values and evidence-informed decisions across the organisation. LBT identifies well key areas and has made significant improvements. The quality, use and communication of complex data across the organisation is a challenge that is being progressively addressed.⁹</p>
Conclusion:	<p>The LBT leadership has been highly effective in supporting the design and delivery of responsive training across multiple contexts. LBT has a robust and nuanced self-assessment capability that identifies and addresses well the important and often evolving needs of its learners and key stakeholders. That said, this report identifies areas that require further attention.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment	Excellent
Findings and supporting evidence:	<p>LBT has the people, systems and procedures in place to effectively manage its important compliance accountabilities. The key points that support this judgment are:</p> <ol style="list-style-type: none"> 1. LBT manages a range of funding streams, multiple approved programmes, and other delivery, delivered across more than 40 sites. Despite this complexity, the TEC Audit Report (4 July 2022) found: <i>‘Overall, the systems, processes and practices are effective and meet legislative and investment plan requirements’</i>. There was only one minor gap. The key findings were that approved programmes were current and being delivered in accordance with the programme approval letters and programme timetables. LBT met TEC funding

⁹ The *Academic and Compliance Management Report* (24 November 2022) was an illustration of high quality, evaluative, systematic and comprehensive self-assessment.

	<p>conditions and enrolment and eligibility requirements, learners had their initial literacy and numeracy needs assessed, and the PTE followed NZQA enrolment and academic rules. This is an outstanding result for a large, complex organisation. The breadth of the TEC audit makes this its most significant compliance result.</p> <ol style="list-style-type: none"> 2. LBT has a generally sound and robust moderation practice in place. Concerns raised in external moderation have been mostly addressed. Given its tutor recruitment approach, LBT needs to monitor the assessment, moderation, and adult education credentials of its tutors to ensure consent and moderation requirements are being met or being actively worked towards. 3. LBT has quality assurance policies and procedures in place to support consistent practice. 4. LBT has undertaken a coherent and systematic Code of Practice review, learner success plan and detailed disability action plan. These plans have SMART goals that are being progressively implemented. 5. LBT has reported late some unit standard results. However, these were significantly reduced in 2022. This area requires active monitoring. 6. LBT undertakes little subcontracting.¹⁰ However, it has partnerships with multiple parties. These relationships seem to warrant straight-forward formal agreements outlining key responsibilities.
<p>Conclusion:</p>	<p>LBT has effectively managed its important compliance accountabilities. The review of key practices is mostly robust, the data typically high quality and comprehensive.</p>

¹⁰ LBT only has approved subcontracts with the Department of Corrections.

Focus areas

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

2.1 Student Achievement Component 3+ funded provision (Programmes of interest: 125964 New Zealand Certificate in Apiculture (Level 3) and 126347 Rural Operational Skills (Level 3) with optional strands in Specialist Equipment, and Infrastructure)

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>LBT delivers level 3 and above training in many (including remote) locations, often in partnership with local stakeholders responding to their local needs. There are significant Māori enrolments.¹¹ These are noteworthy outcomes.</p> <p>Since the last EER, course completions for SAC 3+ funded learners have significantly improved, and they remain very strong. Qualification completions have improved to a strong level. Course and qualification completions have both improved for the New Zealand Certificate in Apiculture programme. Course completions held steady while qualification completions declined for the Rural Operational Skills programme. Overall, these are very strong results.</p> <p>The level 3 and above graduates often progress to industry-related work, applying their capability in roles such as beekeepers or shepherds. Employers and industry stakeholders interviewed value these outcomes. Feedback sighted indicated that employee capability had improved.</p> <p>Various consistency review submissions indicate that destination and graduate data was not comprehensive, although this has recently improved. A range of new programmes and micro-credentials have been approved or revised. Programme design reviews, internal moderation and a change register demonstrate that performance review is taking place. However, an overarching, periodic</p>

¹¹ See Appendix 1 for further details.

	programme review bringing together key data would add value.
Conclusion:	SAC 3+ funded provision is meeting well the important needs of many learners and stakeholders, including Māori. Review of performance is generally strong, supporting a range of changes and improvements.

2.2 Student Achievement Component 1 and 2 and Youth Guarantee-funded provision (Programmes of interest: all Vocational Pathway programmes)

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Consistently over half of the SAC level 1 and 2 and Youth Guarantee learners are Māori. These are excellent participation rates. New Vocational Pathway programmes have been approved, offering new industry pathways (such as horticulture and apiculture).</p> <p>Course completions for SAC 1 and 2 learners have been strong and steady, while qualification completions have slightly improved. Course completions for Youth Guarantee learners have improved. However, qualification completions have declined. Vocational Pathway course completions have varied, while tracking close to TEC commitments. Qualification completions slightly fell. Progression to higher-level training was significant but fell in 2022. These are sound overall results.</p> <p>Feedback from learners interviewed highly valued being in a safe, supportive and 'comfortable' learning environment. Many come from marginalised communities. Most Hastings learners enrolled because their friends or whānau talked about their learning experience.</p> <p>Learner evaluations sighted for Hastings cohorts showed their needs were being well met. However, the data is not aggregated and analysed to track and compare performance across different programmes, cohorts and sites.</p>
Conclusion:	SAC 1 +2 and Youth Guarantee-funded provision is meeting the important needs of many learners and

	stakeholders, including Māori. Review of performance is sound but not systematic across the PTE.
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2.3 Literacy and numeracy funded delivery

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Demand for literacy and numeracy funded delivery has grown to 66,000 hours (55 EFTS in 2022). Community and government stakeholders value the pathway that this part-time training offers to many marginalised learners. (These include learners with a disability, have not achieved at school, youth justice clients, gang association, and many Māori.)</p> <p>LBT has developed a training template called <i>Keep Educating Yourself</i>, designed to support learners to identify what they want to do and pathway them in that direction. The programme works with learners to build confidence, develop their life and job search skills, increase numeracy and literacy, and prepare them for their next steps. Students develop an individual learn plan.</p> <p>Over 97 per cent of the 2022 learners showed measurable progress on their reading and numeracy assessments. The results for Māori and Pasifika were on par. The learners interviewed highly valued the safe, supportive and 'awesome' learning environment.</p> <p>The Hastings site reported that 54 per cent (96) of the 2022 learners (179) gained paid employment, while 34 per cent (61) went into further training. However, destination data is not collected across the PTE or well analysed. There is an opportunity for LBT to better collect and identify outcome patterns across the organisation.</p>
Conclusion:	Literacy and numeracy funded provision is meeting well the important needs of many often-marginalised learners and community stakeholders. Review of performance is sound but not systematic across the PTE.

2.4 Māori achievement and outcomes

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>As noted, Māori participation rates are consistently high. LBT delivers training in multiple, often remote, rural and urban locations by partnering with Māori entities (marae, hapu, iwi, commercial entities) and other organisations (government and community agencies), and tailoring the training to their needs. LBT seeks to engage and build the capability of local Māori as trainers; and respects their autonomy/tino rangatiratanga.</p> <p>These partnership, initiatives and pathways are noteworthy for supporting community and organisational development. LBT's approach is distinctive and often effective This innovative approach warrants further articulation.</p> <p>As noted, course and qualification completions for SAC 1 and 2 and Youth Guarantee Māori learners were close to or on par with all learners. There were some significant disparities at level 3 and above. Most enrolments were at levels 1-3. Literacy and numeracy progression was close to or on par with all learners.</p> <p>Destination outcomes are not systematically tracked for Māori. The achievement and outcomes for Māori would benefit from a more focused and systematic plan and monitoring.</p>
Conclusion:	LBT is meeting well many of the important needs of Māori learners and a broad range of stakeholders. Its approach is innovative, distinctive, and often effective. A more systematic approach would offer further insights.

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 Land Based Training Limited:

- Explore ways to improve data quality, analysis and presentation to strengthen the LBT monitoring and reporting in place.
- Enhance the periodic programme review process to evaluate key data more systematically, align better with LBT's mission, values and priorities, and identify key actions and their impact over time.
- Monitor and report on the required certification of tutors and other staff.
- Consider identifying the core teacher and staff capabilities that reflect the LBT mission, values and priorities, and actively monitor staff progress in developing these capabilities. This includes reporting on the required certification of tutors and other staff.
- Consider the merits of a more evidence-informed pastoral care capability framework to guide pastoral practice, build staff capability and support both learner and staff wellbeing.
- Consider the merits of articulating and evaluating LBT's innovative way of working with its many partners and in particular Māori.

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

Table 1. Participation rate by ethnic group (%)

Ethnicity group	Intended qualification cohort group	2019	2020	2021
Māori	Level 1-3 (YG)	67.0%	54.1%	71.1%
	Level 1-3 (SAC)	52.6%	51.5%	50.3%
	Level 4-7 (non-degree)	31.8%	28.9%	21.9%
Pasifika	Level 1-3 (YG)	12.7%	15.7%	7.4%
	Level 1-3 (SAC)	5.6%	4.4%	3.1%
	Level 4-7 (non-degree)	3.6%	0.0%	1.6%

Source: TEC published data

Table 2. Educational Performance Indicator commitments and actuals for 2019-22 (Youth Guarantee-funded delivery)

Measure	Year							
	2019		2020		2021		2022	
	Commitment	Actual	Commitment	Actual	Commitment	Actual	Commitment	Actual
Course completions all learners	64.5%	43.3%	50%	63%	55%	66.1%	60%	71.4%
Course completions Māori	NA	43.7%	NA	52.0%	NA	66.0%	NA	79.8%
Course completions Pasifika	NA	54.3%	NA	68.9%	NA	23.2%	NA	62.4%
Qualification completions	67.5%	25.7%	NA	30.6%	NA	16.7%	NA	NA
Qualification completions Māori	NA	22.4%	NA	25.0%	NA	NA	NA	NA
Qualification Completions Pasifika	NA	NA	NA	NA	NA	NA	NA	NA
Progression	46%	61.1%	50%	35.7%	51%	NA	52%	10%
Progression Māori	NA	63.6%	NA	37.5%	NA	NA	NA	16.7%
Progression Pasifika	NA	NA	NA	50.0%	NA	NA	NA	NA

Source: LBT and TEC published data

Table 3. Course and qualification completions for level 1 and 2, 2019-22 (Student Achievement Component 1 and 2 funding)

Measure	Year			
	2019	2020	2021	2022
Course completions all learners	63.6%	47.8%	69.4%	45.0%
Course completions Māori	61.2%	43.3%	66.9%	41.6%
Course completions Pasifika	62.3%	44.9%	91.1%	43.7%
Qualification completions	75%	37.9%	36.7%	41.8%
Qualification completions Māori	NA	NA	NA	NA
Qualification completions Pasifika	NA	NA	NA	NA

Source: LBT data

Table 4. Course and qualification completions for level 3 and 4, 2019-22 (Student Achievement Component 3+ funding)

Measure	Year			
	2019	2020	2021	2022
Course completions all learners	72.7%	64.3%	71.1.7%	70.0%
Course completions Māori	67.5%	55.1%	62.1%	63.1%
Course completions Pasifika	60.8%	44.8%	61.8%	65.9%
Qualification completions	51.5%	60.2%	61.2%	65.4%
Qualification completions Māori	NA	NA	NA	NA
Qualification completions Pasifika	NA	NA	NA	NA

Source: LBT data

Table 5. Course and qualification completions for EER programmes of interest 2019-22

Year	Programmes of interest:					
	Vocational Pathway programmes		NZ 2223 New Zealand Certificate in Apiculture Level 3		NZ 2215 New Zealand Certificate in Primary Industry Skills Level 3	
	Course	Qualification	Course	Qualification	Course	Qualification
2019	60.6%	46.7%	77.6%	49.1%	69.6%	60.0%
2020	49.7%	37.9%	61.5%	64.4%	67.0%	59.1%
2021	70.4%	37.4%	72.2%	68.6%	64.6%	58.9%
2022	49.3%	40.7%	74.8%	66.8%	69.7%	53.9%

Source: LBT data

Table 6. Educational Performance Indicator (EPI) commitments and actuals for level 1-3, 2019-22 (Student Achievement Component funding)

Measure	Year							
	2019		2020		2021		2022	
	Commitment	Actual	Commitment	Actual	Commitment	Actual	Commitment	Actual
Course completions all learners	73.0%	69.5%	74%	58%	75%	71.0%	68%	67.2%
Course completions Māori	NA	48%	NA	49%	NA	64.0%	NA	79.8%
Course completions Pasifika	NA	54.3%	NA	68.9%	NA	23.2%	NA	62.4%
Qualification completions	NA	54.7%	NA	54.1%	NA	56.1%	NA	61.4%
Progression	31%	28.9%	32%	21.2%	33%	26.2%	29%	22%
Progression Māori	NA	NA	NA	NA	NA	NA	NA	NA
Progression Pasifika	NA	NA	NA	NA	NA	NA	NA	NA

Source: LBT and TEC published data

Table 7. Educational Performance Indicator (EPI) commitments and actuals for level 4-7, 2019-22 (Student Achievement Component funding)

Measure	Year							
	2019		2020		2021		2022	
	Commitment	Actual	Commitment	Actual	Commitment	Actual	Commitment	Actual
Course completions all learners	73.0%	75%	74%	82.8%	75%	91.7%	68%	88.9%
Course completions Māori	NA	48%	NA	49%	NA	64.0%	NA	79.8%
Course completions Pasifika	NA	54.3%	NA	68.9%	NA	23.2%	NA	62.4%
Qualification completions	NA	58.8%	NA	66.7%	NA	67.7%	1NA	71.8%
Qualification completions Māori	NA	NA	NA	NA	NA	57.1%	NA	NA
Qualification completions Pasifika	NA	NA	NA	NA	NA	NA	NA	NA

Source: LBT and TEC published data

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 fraud¹²*
- *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.*

¹² 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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