

Report of External Evaluation and Review

Capital Training Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 14 March 2014

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

| | |
|--------------------------------|---|
| Name of TEO: | Capital Training Limited |
| Type: | Private training establishment (PTE) |
| Location: | Level 2, Intergen House, 126-132 Lambton Quay, Wellington |
| Delivery sites: | 20 Raroa Road, Lower Hutt Unit B, 9 King Street, Upper Hutt |
| First registered: | 1997 |
| Courses currently delivered: | <ul style="list-style-type: none">• Youth Guarantee• Foundation-Focused Training Opportunities (FFTO) until March 2014• Training for Work• Workplace Literacy• Secondary Tertiary Alignment Resource (STAR) |
| Code of Practice signatory? | Not applicable |
| Number of students: | Domestic: 497 International: nil |
| Number of staff: | 14 full-time, 10 part-time |
| Scope of active accreditation: | NCEA levels 1 and 2, Computing levels 2 and 3, leading to National Certificates in Computing; Business Administration levels 2 and 3; Foundation |

| | |
|-------------------------------------|--|
| | Certificate in Employment Skills level 1. |
| | Consent to assess unit standards for service sector skills. |
| Distinctive characteristics: | Capital Training focuses on foundation and basic vocational training, including literacy and numeracy for youth and unemployed adults, under contract to government agencies such as the Tertiary Education Commission (TEC), the Ministry of Social Development and the Ministry of Education. |
| Recent significant changes: | Formerly known as McGirr Associates (1996) Limited trading as McGirr Training, the PTE changed its name to Capital Training Limited to signal a new direction and management, effective from July 2013. An organisational restructure initiated in 2012 saw major changes, including the appointment of eight new staff in 2013. |
| Previous quality assurance history: | A previous external evaluation and review (EER) was conducted at the end of 2012. NZQA was Not Yet Confident in both the educational performance and capability in self-assessment of Capital Training Limited. |
| Other: | Some of the changes that followed the restructure and the 2012 EER are still in progress. |

2. Scope of external evaluation and review

Focus areas selected:

1. FFTO, Training for Work and Youth Guarantee. These on-site programmes were selected because the core business of the PTE is to deliver foundation and basic vocational skills training under contract to government agencies. Training for Work was a new programme in 2012. All programmes have similar outcomes, and learning is integrated across employment skills training and the completion of levels 1-3 national certificates (ex-Training for Work).
2. Workplace Literacy. This programme is conducted off-site on company workplaces, and according to the PTE is successful. The programme has different indicators of success to the above programmes and was a part of the organisational restructure.
3. Governance, management and strategy. This is a mandatory focus area.

3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document *Policy and Guidelines for the Conduct of External Evaluation and Review* available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

The EER was conducted by a team of two evaluators. Interviews were held with the Capital Training board, the managing director, head of training, employment manager and employment mentor, recruiter, Workplace Literacy coordinator, tutors, students (40) and the infrastructure manager. Key external stakeholders, including five employers and a WINZ regional adviser, were also interviewed. Documents, reports and student achievement data were reviewed. The evaluation took place over three days and included visits to the Lower Hutt and Upper Hutt sites.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Capital Training Limited**.

- Capital Training has a clear direction shared by all staff and understands its core business of providing foundation and basic vocational skills, including literacy and numeracy, to youth and unemployed adults.
- The programmes delivered under contract to government agencies have been awarded increased funding for 2014, an indication of their value to the agencies in achieving positive educational and employment outcomes for the target groups.
- Student achievement and student retention are at or above targets for all programmes and have improved since 2012. Māori and Pasifika student achievement has improved from earlier years, and is, in some programmes, higher than the average for the overall student group (see Findings 1.1).
- The appointment of new staff, including a head of training, employment manager and employment mentor, Workplace Literacy coordinator, recruiter and tutors, was regarded by students, staff and external stakeholders, such as employers, as having a positive impact on the educational and employment outcomes for students and the culture of the organisation.
- The enrolment, induction and plan and review processes for ensuring that students are enrolled and maintained in programmes that meet their needs have been reviewed and strengthened. These processes integrate the academic and pastoral guidance and support services. Increased retention and completion are early indicators of the success of these systems.
- Feedback from external stakeholders, including employers and government agency staff, was consistently positive about the focus on establishing new markets and the building of relationships with employers and agencies such as WINZ which have led to good advice about the labour market and greater opportunities for student work experience and job placement. The match between student and employer needs is evident as a result.
- The Workplace Literacy programme is successful in meeting contracted targets, and innovative in establishing new delivery practices.
- Overall, the evaluators could see improvements to systems and student outcomes. However, as new staff have just been appointed in the last 12 months and changes to systems are still being made, evidence of the effectiveness of the changes and sustainable longer-term improvements is not yet available.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Capital Training Limited**.

- Substantial changes to management, staff and systems have been made as a result of an internal review and in response to the findings and recommendations of the 2012 EER report.
- Fifty per cent of the PTE's staff are new, having been appointed in the last 12 months, and include those responsible for the design and management of new initiatives for improving student outcomes. As such, it is too early for all of these initiatives to have been fully implemented or for the PTE to gauge their longer-term effectiveness in improving outcomes.
- However, a self-assessment report was available and provided a useful analysis of the progress of the main changes, concluding that the focus on individual student achievement, combined with the activities of new employment staff, had improved employment and educational outcomes and also resulted in higher levels of student and employer satisfaction with the PTE's programmes and services. These conclusions were supported by learner surveys and employer testimony.
- The lack of consistency in processes for enrolment, induction and monitoring of student progress was of concern at the 2012 EER, but this has been addressed with a renewed focus on the student individual learning plan and the plan and review process that ensures student needs continue to be met throughout their enrolment.
- The PTE has continued to build relationships with external stakeholders, including employers and government agencies, and has a very good understanding of their requirements, which are built into the programmes and the support services for students.
- The appointment of new staff to provide vocational advice and to better manage labour market outcomes was initiated following the internal review of 2012, partly from a concern about the deteriorating labour market outcomes for the FFTO programme in particular. The PTE is aware of the restrictions of a difficult labour market on the achievement of positive outcomes for students. The new employment initiatives have significantly enhanced the ability of students to compete in the labour market, as shown by labour market outcomes data and the increased number of employers engaged by the PTE for student work experience and employment.
- A range of other self-assessment processes have been reviewed and strengthened and include the student learner survey, course reviews and staff surveys. Reports were available showing changes to programmes or services based on the information provided.

- Planned improvements to tutor peer observation and mentoring have taken place, and tutors interviewed regarded these as useful for observing the innovative practices and experience of their colleagues.
- Moderation is thorough and effective in informing assessment practice, and contributes to tutor professional development.
- There are still some gaps in self-assessment. The 2013 self-assessment report provided a plan for 2014 to eliminate these gaps and includes consultation with Māori and Pasifika communities as part of overall stakeholder consultation.
- The need for improvements to data collection and analysis was also noted in the 2012 EER report. Some improvements have been made, and detailed programme reports used for internal monitoring and agency reporting were available. However, to fully utilise all the available data, the PTE needs to review its capability for developing reports that enables it to compare performance within and across programmes and years as appropriate.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

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

Workplace Literacy has the highest number of learners, with 285 company employees currently enrolled. Of the on-site programmes, Youth Guarantee has the highest numbers with 140 students, and FFTO and Training for Work have 122 and 34 students respectively. All programmes have improved outcomes in 2013 compared with 2012. Māori students achieved above the targets set by government agencies. Data for each programme was incomplete at the time of the evaluation visit because some programmes had yet to produce final results. The PTE's self-assessment summary predicts an overall higher rate of retention, completion, and credit and qualification achievement based on current performance, compared with 2012.

Agency-contracted success indicators vary and include occupancy, attendance and specified rates of labour market and/or educational outcomes. This is reflected in the programme statistics kept by the PTE (see Tables 1 and 2 below).

A student management system is used alongside an internal purpose-built system to track student achievement, attendance and retention, and to record notes on learning and behavioural issues. Improvements to the recording and reporting of student achievement have been made, and the data is used extensively by tutors and management to monitor the progress of individual students and the overall success of particular programmes. Student outcomes are reviewed weekly by management, and the head of training meets with all tutors to discuss issues and problems and progress against contracted targets. 'At-risk' students (e.g. poor attendance) are well tracked and supported.

However, there was no collation and analysis of outcomes across national certificate or other programmes involving all students, and reports showing comparisons across years related to a specific programme only. As noted, the performance measures of all four programmes summarised below are based on the contracted targets, and the data is incomplete. The 13-week Training for Work programme has multiple intakes, students may leave for employment mid-course, and the contract finishes in June 2014. The FFTO programme finishes in March 2014.

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

Although FFTO students are enrolled in national certificate programmes, successful labour market outcomes or entry to further study are the primary aims of this and the Training for Work programme. The new employment mentor is working to improve the labour market outcomes rate for the FFTO programme in particular, which at 16 per cent to date was slightly below the 17 per cent overall result for 2012, and below the agency target of 38 per cent. The PTE expects the FFTO outcomes to improve and considers that the Training for Work targets will be reached, with 68.4 per cent of students having gained employment so far, against a target of 64 per cent. At 83 per cent, Māori employment achievement is outperforming that of other groups.

The upward trend shown by the student data was attributed by the PTE to improved enrolment processes and vocational advice, and a focus in 2013 on the student individual learning plan. This plan is developed at enrolment, integrates academic and vocational targets and is regularly reviewed and changed as needed. The learner surveys, and interviews conducted by the evaluators with students and tutors, confirmed the positive impact of improved processes on retention and achievement. Youth Guarantee overall results (Table 1) show that:

- Youth numbers have increased in 2013, with a greater percentage of Māori students than in 2012.
- Credit achievement increased in 2013.
- All groups outperformed the qualification completions target set by the funding agency for 2013. This figure includes Māori and Pasifika students. Fifty-four students completed at least one qualification in 2013, mainly at levels 1 and 2, and some students achieved multiple awards, including NCEA (not differentiated in the table).

| Table 1: Youth Guarantee overall results, 2012-2013 | | | |
|--|---|---------------|-----------------------|
| | 2013 Contract | 2012 | 2013 (to date) |
| Number of learners enrolled | 96 EFTS (equivalent full-time students) | 104 | 140 |
| Māori learners | | 19 (18%) | 40 (29%) |
| Pasifika learners | | 26 (25%) | 32 (23%) |
| Other learners | | 59 (57%) | 68 (49%) |
| Course completion | Level 1 – 55% Level 2 – 60% Level 3 – 70% | *Not measured | 59% average |
| Retention | Level 1 – 50% Level 2 – 45% Level 3 – 55% | *Not measured | 69% average |
| Credit achievement | Not officially measured | 3,528 | 4,895 |
| Qualifications completed | 25% (2013 only) | 55 (53%) | 112 (65%) |
| * Not measured: some data from 2012 was not available in the current format. | | | |

Results for other programmes show achievement other than labour market outcomes, of value to the students in gaining employment at a later date. For the FFTO programme:

- At 84 per cent, course completion is above the target of 80 per cent for all learner groups.
- To date, 40 students have gained a qualification (including NCEA levels 1, 2 and 3), and the numbers gaining qualifications were expected to increase as a result of national certificate course completion following the EER. The results show improvements compared with 2012.
- Comparison with earlier years is based on credit achievement, and at 29 credits per student is higher than the 19.4 credits figure for 2012 and the TEC target of 25 credits per student.

Workplace Literacy

As with other programmes, recording and reporting of achievement data is based on the requirements of the funding agency (the TEC), which is to report the usage of hours spent in literacy training to a maximum of 40 hours per employee. Table 2 shows an upward trend in the number of employees engaged in the programme, which is expected to continue in 2014. The TEC has awarded extra places for 2014.

Measurements of improved literacy are undertaken. However, no reports analysing the results were currently available. Based on informal feedback, the new Workplace Literacy coordinator says that successful outcomes for employees include higher levels of literacy, confidence and motivation to continue study, and an improved ability to participate in the business of the company and in training. This was confirmed by employers interviewed by the evaluators.

Improved methods of recording and reporting of individual literacy achievement linked to the student management system are planned for 2014, and will enable the PTE to analyse the real outcomes of improved literacy.

| | |
|---------------------------|----------|
| Contract places available | 221 |
| Number enrolled to date | 285 |
| Number Māori | 43 (15%) |
| Number Pasifika | 46 (16%) |
| Contract learner hours | 8,840 |
| Hours used to date | 9,019 |

The strong focus on individual student achievement does not include at this point the recording of achievement of non-academic skills of value to students and employers, such as improved confidence and self-esteem, communication skills,

and positive behavioural and attitudinal changes. Analysis of these achievements is informal and individual and not associated with programme outcomes.

Similarly, while employment outcomes such as casual or part-time work of fewer than the 30 hours per week (needed to reduce WINZ benefit dependency) are recorded, no collation and analysis of the data is undertaken.

Capital Training management and staff are clear about how well students are doing and why. However, because their reports relate to individual programmes only, a lot of data is available but is not always recorded or reported in a coherent format to enable analysis and comparisons across years or outcomes. The organisation needs to review its capability and resourcing for producing reports on learner achievement that make the data useful for self-assessment, and to consider the value to the business, the stakeholders and the students of being able to report and reflect on a wider range of positive student outcomes in addition to those that meet funding targets.

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

The rating for performance in relation to this key evaluation question is **Good**.

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

Capital Training continues to have positive long-term relationships with stakeholders. These include employers, secondary schools and government agencies.

The increase in funding and places for all programmes in 2014 is an indicator of the value that Capital Training provides to government agencies working in partnership to reduce youth unemployment, improve literacy and increase involvement in tertiary study.

Employment staff and tutors understand the value of the skills they provide in the labour market and for entry to further study through their close association with secondary schools, employers and government agencies. For example, staff work closely with regional WINZ case managers and advisers, one of whom was interviewed by the evaluators. He regards the PTE highly for its proactive approach to advising WINZ staff and their clients about options for training, for providing 'taster' days for potential students, and also for the support and follow-up of students to ensure sustained employment outcomes or entry to further study. Capital Training is regarded by the regional WINZ adviser as one of the top providers of foundation skills and basic vocational training.

Students are also regarded as key stakeholders and were interviewed by the evaluation team at all three sites. Youth Guarantee and FFTO students were enthusiastic about their national certificate and work skills programmes, and commented on the helpfulness of tutors and the employment mentor, and how the

fact that they were achieving, in some cases, multiple qualifications, renewed their confidence in their ability to study and achieve. Many students felt that they could for the first time seriously consider further study, and some plan to continue their study and enrol at other PTEs for vocational courses not offered by Capital Training. Two of the students interviewed had already been accepted into WelTec (Wellington Institute of Technology) courses, and others were planning to apply for acceptance into other courses (e.g. food and beverage). Help with literacy and numeracy has underpinned success for many students. Students who do not achieve a qualification are awarded a certificate of attendance.

A learner survey conducted in September 2013 showed high levels of student satisfaction with course content and delivery, learner support, career support, assessment and feedback. Ratings were above 80 per cent and the survey had a response rate of 75 per cent of students.

The number of Māori and Pasifika students has increased as have their achievements (from 2012), and the overall improvement in outcomes is an indicator of value to them and their communities (see Findings 1.1).

Training for Work students included adults with existing qualifications as well as those with work experience, all of whom have faced difficulties in the labour market. The value of the course to them included interview techniques, customising CVs (helping them 'stand out' from others), communication skills and vocational guidance. All spoke of renewed confidence in seeking employment.

All students are offered work experience and assisted with work placement. The work of the new employment manager has resulted in the establishment of new relationships with large companies such as local supermarkets, a major retailer, a recruitment company and an events management company to provide more employment opportunities for students.

Students and employers benefit from arrangements that enable students to complete retail and other qualifications, including Limited Credit Programmes, and to take part in company induction programmes. There is real value for some in obtaining part-time or casual employment as supplementary income to WINZ benefits and for gaining work experience.

The education and training provided in the PTE's supportive learning environment has a social and community value. Many students, particularly Māori and Pasifika, spoke of their appreciation of the PTE's 'family' atmosphere. In addition to meeting the agency target outcomes, many students regarded the training, the learning environment and the attention to personal needs as being of value to them personally.

The lack of recording and analysis of transferable social and communications skills and improved confidence, which could be regarded as 'building blocks' to other achievements such as entry to further education or employment, was noted in the 2012 EER report. The organisation plans to address this gap in 2014.

Outcomes valued by students and employers, such as casual or part-time work, while recorded, are not currently, as already noted, collated and analysed. The work to date of new staff is expected to continue to add value to all programmes, and further stakeholder and community consultation is planned for 2014. This will include consultation with Māori and Pasifika communities.

Overall, the close association with external stakeholders, the renewed focus on the student individual learning plan, and the learner survey have provided good information to date about the value of the programmes and services. In future, the PTE will need to consider more formal methods of assessing the value of the programmes in a changing environment and integrate information it already has (such as casual and part-time work outcomes) into useful self-assessment summaries.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Good**.

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

Capital Training is clear about its core business and that it continues to meet the objectives in the Government's Tertiary Education Strategy to improve youth training and education (including the STAR programme), and assistance for unemployed beneficiaries. Government agencies continue to support Capital Training, as shown by the increase in funding.

The PTE manages relationships, marketing and programmes effectively to ensure that the needs of all stakeholders are met.

A key feature of Capital Training's programmes is their work brokerage role. New staff appointments were made in 2013 to improve vocational guidance and labour market outcomes, partly as a result of the deteriorating outcomes for the FFTO programme. The employment manager and employment mentor work directly with employers and all students in all programmes to match student skills and vocational aspirations to job vacancies, and for work experience. A recruiter works directly with local secondary schools, regional WINZ staff and potential students to ensure that enrolments in the PTE's programmes are made on the basis of good information and capability to achieve successful outcomes.

Employers are clear about their need for employees who are not only 'work-ready' but have the sorts of skills that enable them to participate in company training and contribute to the business. Employers interviewed considered the preparation and presentation of job applicants and those on work experience to be strong and appropriate for the company business. In particular, they noted the applicants' high motivation, good communication and customer service skills. Employers also appreciated the reliable information about potential employees' skills and attributes

provided by the employment manager. Capital Training is regarded as the 'go-to' PTE for companies with vacancies

Capital Training uses the individual learning plan as the basis for matching student needs to the PTE's programmes, for both educational and employment outcomes, and has a range of processes to ensure that the student is suited to the chosen course as part of what takes place at or before enrolment. For example, potential students are interviewed either at one of the three PTE sites, at their school, or at the regional WINZ office to determine their interests and abilities. Information seminars are also conducted at WINZ offices. Those who decide to proceed may attend a taster day at the PTE where they are introduced to learner support staff and the tutors of the qualification they are interested in. Various assessment activities, including literacy and numeracy, are undertaken, depending on the course.

The taster days are a 2013 innovation and have proved popular with potential students and agencies such as WINZ. The activities provide staff with good information for the individual learning plan. Following acceptance into the course, students go through an induction process that introduces them to the range of academic and pastoral mentoring services. A tutor is assigned as a personal mentor.

The individual learning plan is reviewed regularly through fortnightly plan and review sessions to ensure that the chosen programme continues to meet student needs. This has proved to be an excellent process for analysing the match between students and courses and for highlighting learning issues. Students gain information on all factors affecting their learning and/or work experience and capabilities for employment or further study.

A high percentage (88 per cent) of students said their course was helping them develop skills needed for employment, such as communication, literacy and numeracy. The PTE expects that overall improvements in student outcomes will continue as a result of the attention to student needs matched to employment or further education.

Based on its own research into labour market needs, and feedback from employers and students, Capital Training has expanded its programmes to enable students to complete retail qualifications through work experience or employment. The PTE also intends to deliver the Building and Construction and Allied Trades (BCAT) qualification. Collaboration with the Building and Construction Industry Training Organisation and ServiceIQ is underway, and is planned with other industry training organisations. Increasing the number of partnerships with employers and industry training organisations will provide additional pathways for students.

Significant changes are being made to the Workplace Literacy programme to better meet the needs of companies and their employees for literacy training. Improved access to training by larger groups of employees and innovative ways to engage

companies in literacy training are planned so that more employees can participate, and other company training is customised to link it to the literacy programme.

The PTE has sufficiently close relationships with all current stakeholders to be confident that it has good information about their needs. At some stage in the near future, the PTE will need to undertake surveys and other research to ensure that programmes continue to meet stakeholder needs, given changes to the student demographic and the labour market.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

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

Capital Training has exceeded its funded targets, and improvements over the 2012 results for credit and qualification achievement are evident.

The improving educational outcomes for students are some of the indicators of effective teaching practice. This is supported by informal student feedback and the student learner survey. Students were positive about the assessment and feedback they received on the courses and attributed their success to their tutors' methods of delivery and support. Feedback also shows that students appreciate the one-to-one teaching sessions and find them very useful for learning. Currently, the PTE has a mix of adult and youth students needing different styles of teaching, and tutors are aware of the need to adapt their teaching methods.

The individual learning plan and plan and review sessions are contributors to student success and enhance teaching practice by highlighting both achievements and learning needs. Independent learning is encouraged and practice assessments are used to measure progress. Workshops are held with groups of students who have common tasks. Learning resources are based on appropriate literacy levels.

Curricula are regularly reviewed, based on needs analysis and tutor feedback, and the course content, teaching practice and resources are modified. The PTE's self-assessment report highlights the need for continuing reviews in 2014 and the redevelopment of some resources.

Internal moderation is a thorough and effective quality assurance tool and contributes to professional development. Reports and discussions with the moderator and tutors demonstrated that all tutors had a strong understanding of the importance of consistency in assessment practice, and this was maintained through the moderation process. The Workplace Literacy coordinator also attends moderation meetings to provide advice on literacy needs. The PTE meets all external moderation requirements.

Tutors recognise the value of transferable skills such as improved confidence and self-esteem, and communication and social skills, and are well placed to observe changes and improvements. Formal assessment of these skills has yet to take place.

Capital Training has a professional development programme for all teaching staff. All tutors are either already trained, or are being trained, in adult education and assessment.

Tutors shared their view with the evaluators that the recent restructuring has led to a more positive staff culture. They appreciate the opportunities to meet and work collaboratively and are well supported by the head of training, who visits tutors at all three sites to meet and review achievements and targets. Peer observation involving tutors across the three sites was regarded as a popular and effective way of sharing ideas and expertise, and contributes to professional development.

Performance appraisals are conducted regularly and reports were available at the evaluation visit. Tutors and the PTE consider that these appraisals contribute to continuous improvement. Tutors also considered the appointment of the new head of training and employment and support staff to be supportive, providing additional resources and enabling them to focus clearly on teaching.

Overall, the teaching practices are effective, as shown by appraisals, self-assessment reports on teaching practice and peer observation, the learner surveys, and discussions with tutors and management, but more time is needed to enable new staff to develop their skills and practice and for new curricula to be implemented before a comprehensive review takes place.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Capital Training responded to the findings and recommendations of the 2012 EER, which were to improve the academic and vocational guidance processes. Feedback from staff and students and external stakeholders shows that the PTE now has coherent, integrated systems for student support and guidance.

Capital Training has restructured its pastoral care programme to provide comprehensive services to students. It has also improved the information for, and marketing of, the programmes. The detailed enrolment and induction processes ensure that students are enrolled and maintained in the programme that meets their needs and vocational aspirations.

Student guidance begins at enrolment and continues throughout the programme. In some instances, based on the contract, the guidance and support continues after a student leaves until full-time employment is obtained.

Attendance is closely monitored. Follow-up of persistent non-attendance is made by the learning support coordinators. Data for 2013 shows higher rates of student retention and attendance. This is attributed by the PTE and agencies to the support provided to the students and the improved pre-course information and matching to programmes.

WINZ also follows up non-attendance, and the close relationship between the PTE and WINZ programme coordinators and youth advisers ensures there is good guidance and support for adult beneficiaries enrolled in programmes matched to their needs.

Although tutors and management are actively engaged in guiding students, the range of other student services available, such as vocational guidance and pastoral support, means that tutors are able to focus on educational outcomes. A learner handbook outlines the services available and the PTE's house rules.

Plans to provide better communication with parents and caregivers of students in Youth Guarantee programmes are planned for 2014. This is aimed at gaining parental support to ensure better attendance and improved outcomes.

Capital Training is building opportunities for students to learn off-site by providing computers in workplaces. This means that students can train without having to rely on employers' resources. At present this innovation is being trialled in a number of companies.

The learner surveys conducted in 2013 show high student satisfaction with overall guidance and support. Feedback on the effectiveness of changes and the impact of new staff on student outcomes is mainly anecdotal at this stage, and more comprehensive surveys and analyses with all stakeholders will be needed in the future once sufficient evidence is available.

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

The rating for performance in relation to this key evaluation question is **Good**.

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

A comprehensive restructure initiated by the board in 2012 led to many changes throughout 2013. Some changes, such as to the Workplace Literacy programme, the orientation and professional development of new staff, and the introduction of new curricula, are still in progress and the board and management consider that the benefits will be more evident by the end of 2014. Nevertheless, the evaluators were able to observe changes to management, teaching, employment initiatives for improved labour market outcomes, and pastoral care. The main changes following

the appointment of new staff have resulted in the integration of the range of programmes and services available to students. Individual student vocational aspirations are better matched with employment opportunities and the education programmes that meet their needs.

The governance of the organisation is conducted by a three-member board with educational and financial expertise, and includes the managing director. The board is well informed and receives monthly reports, with regular updates on student outcomes across all programmes. A close working relationship was noted between the board chair and the managing director, who meet weekly or as needed. The evaluation team observed a participatory approach by management where the strategic direction and business plan are conceptualised in biannual meetings attended by all staff.

Capital Training management and staff are very clear about their core business purpose and direction. Based on current performance and full implementation of plans, Capital Training is confident that it is likely to continue to be a PTE of choice for government agencies seeking to implement education strategies for youth and solutions to long-term unemployment. This view is based on agency feedback and the fact that the funding for all programmes has increased.

At present, the student demographic includes adults in the FFTO programme. However, the unforeseen termination of this programme due to a change in Government policy means that the focus on site will be on the Youth Guarantee programmes and the smaller Training for Work programme. Changes to agency requirements, from credit to qualification completion, provide a challenge for students and staff as this requires a higher level of achievement within the same course duration. As the core business is always likely to be subject to change, the evaluators considered that the PTE needs to review its strategies for managing change in a competitive environment to ensure that its programmes continue to meet student and stakeholder needs. This could include association with other PTEs of similarly funded programmes.

A key feature of the PTE's strategic direction is the expansion of collaborative ventures with industry training organisations, and new business. Employment staff and the Workplace Literacy coordinator have clearly had an impact on establishing new business in a difficult labour market, leading to relationships with more employers engaged for work experience, workplace literacy and job placement. Their work also ensures a good match between the needs of students and employers, as noted by employers whose needs for work-ready employees have been met by the PTE's student population.

The PTE has expanded its programmes to meet student and labour market demand, and now has consent to assess within the building and construction and retail domains.

The board and management responded to the findings and recommendations from the 2012 EER. As noted, staff are very aware of how well their students are

achieving, but gaps are still evident in the reporting and analysis of programme data. Summary reports provided were not easy to understand with regard to outcomes across programmes and did not enable comparisons to be made with the performance of earlier years, or to predict outcomes based on current performance. Data about the achievement of Māori and Pasifika students was supplied on request, but is not regularly monitored or reported.

Staff have in some instances built their own databases, and there is a consequent risk to the organisation's ability to analyse and compare outcomes across all programmes from the separation of information sources.

Processes for ensuring that student learning needs are properly identified and met through enrolment, the individual learning plan and review and guidance have been strengthened and are clearly working. Although the PTE has yet to implement formal processes for recording and reporting other skills of value, such as communication, improved confidence and self-esteem, staff and students have a good understanding of their value.

Feedback from external stakeholders, staff and students was consistent and positive about the organisational changes that have led to the strengthening of outcomes for students. The positive feedback from all stakeholders, including students, suggests that the new staff appointments are effective, and good choices of personnel have been made.

The positive change in staff culture envisioned by the board appears to have happened, although concerns were expressed at the Upper Hutt site, which dropped from 3.5 to two staff in the restructure.

Overall, the evaluators could see improvements to systems and student outcomes, with positive feedback from students and stakeholders (and some graduates), and accept that the evidence of sustainable longer-term improvements is not yet available. They consider that the excellent work of new staff and the new initiatives would be enhanced by an organisation-wide strategy for the integration and analysis of performance data within and across all programmes and services, and the introduction of comprehensive surveys of all stakeholders.

Focus Areas

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

2.1 Focus area: FFTO, Training for Work, Youth Guarantee programmes

The rating in this focus area for educational performance is **Good**.

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

2.2 Focus area: Workplace Literacy

The rating in this focus area for educational performance is **Good**.

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

2.3 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Good**.

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

Recommendations

NZQA recommends that Capital Training Limited:

- Develop an organisation-wide self-assessment strategy and processes that integrate and consistently analyse the performance data from all programmes and services, and use the information to inform changes and improvements to student programmes.
- Consult with other PTEs offering similar government agency-funded programmes for the purpose of looking at ways to manage changes in programme funding and reporting, and for the reporting and analysis of student achievement.
- Extend its stakeholder consultation and collaboration to include Māori and Pasifika PTEs and communities.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/PTEs-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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