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# Report of External Evaluation and Review

## Capital Training Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 20 February 2018

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	7
3. Conduct of external evaluation and review.....	8
Summary of Results .....	10
Findings .....	11
Recommendations .....	20
Appendix .....	22

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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)
First registered:	16 June 1997
Location:	Level 2, Plunket House, 126-132 Lambton Quay, Wellington
Delivery sites:	Wellington Centre (Head Office) and five centres: Upper Hutt, Lower Hutt, Paraparaumu, Waipukurau, Otaki
Courses currently delivered:	Foundation programmes at levels 1-3 Youth Guarantee learners form the largest group of on-site learners, with the following qualifications being offered: <ul style="list-style-type: none"><li>• New Zealand Certificate in Foundation Skills (Level 1)</li><li>• National Certificate in Educational Achievement (Level 1-3) (Services Industries and Building and Construction pathways)</li><li>• New Zealand Certificate in Retail (Level 2)</li><li>• New Zealand Certificate in Hospitality (Level 2)</li><li>• New Zealand Certificate in Computing (Level 2)</li><li>• New Zealand Certificate in Foundation Skills</li></ul>

(Level 2)

- New Zealand Certificate in Business (Administration and Technology) (Level 3)

Student Achievement Component learners form the smallest group of on-site learners, with the following qualifications being offered:

- National Certificate in Educational Achievement (Level 2) (Services Industries vocational pathway)
- New Zealand Certificate in Computing (Level 2)

Capital Training also delivers:

- Literacy, numeracy and community programmes (Workplace Literacy and Numeracy, Intensive Literacy and Numeracy, and Adult and Community Education)
- Training for Work and Employment Preparation programmes

Code of Practice signatory: No

Number of students: Domestic: 888 (281 on NZQA-approved programmes)

International: nil

Māori 40 per cent; Pasifika 10 per cent; other 50 per cent

Number of staff: 25 full-time; 26 part-time

Scope of active accreditation: NZQA has granted Capital Training accreditation to deliver:

- New Zealand Certificate in Foundation Skills (Level 1)
- New Zealand Certificate in Computing (Level 2)
- New Zealand Certificate in Foundation Skills (Level 2)
- New Zealand Certificate in Retail (Customer Service and Sales Support) (Level 2)

- New Zealand Certificate in Hospitality (Level 2)
- New Zealand Certificate in Computing (Level 2)
- New Zealand Certificate in Foundation Skills (Level 2)
- New Zealand Certificate in Business (Administration and Technology) (Level 3)

Student Achievement Component learners form the smallest group of on-site learners, with the following qualification being offered:

- National Certificate in Educational Achievement (Level 2) (Service Industries vocational pathway)
- New Zealand Certificate in Computing (Level 2)

The PTE has consent to assess a range of sub-fields, domains and standards. Accreditation details can be found at the following link:

<http://www.nzqa.govt.nz/providers/ngf-accreditations.do?providerId=841578001>

Distinctive characteristics:

Capital Training is a lower North Island-based, NZQA-accredited PTE which works specifically with at-risk youth, adults with low literacy and numeracy skills, and adult beneficiaries. The organisation offers a wide spectrum of courses and qualifications to prepare people for the workforce. A range of New Zealand certificates from level 1-3, including NCEA, are delivered, as well as vocational training in customer service, retail services, building and construction and contact centre training. Capital Training specialises in foundation learning, basic and intermediate computer and business administration training, vocational pathways, life skills such as communication and budgeting, employment skills and social and personal development. Literacy and numeracy are embedded in all training.

Regionally, Capital Training is one of the largest training providers for young people in the Wellington region, catering to approximately 320

under-25-year-olds with qualifications-based courses in 2016. Capital Training plays a key role in taking young NEETs<sup>1</sup> and engaging them in productive activities.

This curriculum is currently delivered via Youth Guarantee, Student Achievement Component, and Ministry of Social Development (MSD)-funded Training for Work and Employment Preparation service contracts.

Nationally, Capital Training is a large provider of workplace literacy and numeracy training, helping to upskill those already in employment.

Capital Training's mission is: 'to empower people with knowledge and skill for autonomy'. The PTE offers learners the opportunity to build their confidence and credentials for employment and further study; enabling the development of practical employment skills while building a record of learning through New Zealand qualifications. They also provide in-work training nationally.

Recent significant changes: All qualifications changed from National certificates to New Zealand certificates in 2016 as an outcome of the Targeted Review of Qualifications (TRoQ).

Previous quality assurance history: NZQA was Confident in the educational performance and capability in self-assessment of Capital Training in the previous external evaluation and review (EER) in March 2014. The following recommendations were made:

- Develop an organisation-wide self-assessment strategy and processes that integrate and consistently analyse the performance data from all programmes and services, and use this 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

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<sup>1</sup> Not in education, employment or training

in programme funding and reporting, and for the reporting and analysis of student achievement

- Extend stakeholder consultation and collaboration to include Māori and Pasifika PTEs and communities.

Capital Training has met these recommendations fully through a range of mechanisms, relationships and approaches.

Capital Training offers unit standards administered and moderated by NZQA, Service IQ, and the Building and Construction Industry Training Organisation (BCITO). NZQA moderation requirements were fully met in 2016 and mostly met in 2017. Service IQ and BCITO moderation requirements have been met for the past three years. At the retail consistency review in November 2017, Capital Training met the required standard of 'sufficient'.

The Tertiary Education Commission Audit Report (2017) of Student Achievement Component, Youth Guarantee, Intensive Literacy and Numeracy, and Workplace Literacy and Numeracy funding had two recommendations regarding verification of learner identification and archiving of learner records. Both these recommendations have been addressed satisfactorily.

## 2. Scope of external evaluation and review

The following focus areas were selected:

- Foundation Skills (Level 1-3) (Youth Guarantee)
- National Certificate in Educational Achievement (Level 2) Service Industries (Student Achievement Component)
- Training for Work and Employment Preparation programmes (MSD-funded)

These focus areas provided good coverage of the programmes delivered to youth and adult learners across all six campuses.

### 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](http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction) available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

Two NZQA evaluators visited Capital Training campuses in the Wellington region (Wellington City and Lower Hutt) over three days. These centres had the greatest number of students. Prior to the EER, the NZQA lead evaluator and the general manager of Capital Training discussed the possible focus areas and EER procedures for the visit. Capital Training supplied the lead evaluator with compliance and other information about the organisation, and sent a summary of its self-assessment activities, including any changes that had occurred since the previous EER.

This information assisted the lead evaluator in developing the scope of this EER in collaboration with the general manager of Capital Training.

During the on-site visit, the evaluation team interviewed the managing director, general manager, education manager, team leaders, centre managers, employment manager, infrastructure manager, work experience tutors, teaching staff and students for the focus programmes: Youth Guarantee and Student Achievement Component. The evaluators also spoke with staff and students involved with the MSD programme. A range of external stakeholders across government and non-government agencies and employers were interviewed. A comprehensive range of documents that informed the organisation's self-assessment were reviewed on site, including information held on the student management system.

#### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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<sup>2</sup>*
- *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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<sup>2</sup> 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.

# Summary of Results

## Statements of confidence on educational performance and capability in self-assessment

NZQA is **Highly Confident** in the educational performance and **Highly Confident** in the capability in self-assessment of **Capital Training Limited**.

The reasons for this level of confidence include the following:

- There is consistently strong achievement, with course completions over 80 per cent across all programmes (1.1).
- Many learners achieve better academically than they have in other learning environments (1.2).
- The organisation responds to, matches and anticipates industry requirements well (1.3).
- Students are provided with support to develop personally, to experience new opportunities, and to identify and plan for attainable goals such as employment or further training (1.4).
- Leadership is effective, thoughtful, student-centred and responsive to change. There are strong systems in place to ensure compliance accountabilities are managed effectively (1.5, 1.6).
- Self-assessment is comprehensive and effective. It is embedded across all programmes and used to make worthwhile improvements for internal and external stakeholders (students, staff, employers, government agencies).

Capital Training has a clear organisational purpose and strategic direction. It has strong values-based governance and management that supports staff to empower 'second-chance' foundation learners to close the gaps in their learning. High rates of success for learners are an outcome of dedicated and highly valued staff, targeted resourcing, and individual academic and social support from a range of specialist staff for each learner. This is an exemplary organisation which responds to stakeholder needs and operates a sustainable business model aligned to its educational purpose.

# Findings<sup>3</sup>

## 1.1 How well do students achieve?

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

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

Course completions (2014-2016) have tracked at over 80 per cent across all programmes. This was evidenced by detailed student achievement data provided in the organisation's self-assessment documentation and verified on site through the student management system sighted by the evaluation team (refer Appendix 1). Qualification completions for Youth Guarantee and Student Achievement Component programmes have reached 100 per cent and have progressively increased year on year.

The majority of Youth Guarantee and Student Achievement Component students achieve small gains in literacy and numeracy, as evidenced by literacy and numeracy assessment results sighted by the evaluation team. A greater emphasis on completing the final literacy and numeracy assessment (in the last two weeks of a course) has provided more effective monitoring, showing that the provider is more consistently completing the tests and reviewing the data.

Māori and Pasifika achieve well but do not have parity with other students. For example, Māori are less likely to achieve more than one qualification than other students. This finding has led to the formation of a Māori/Pasifika project team to increase focus and better understand and address the educational performance of these cohorts.

Mechanisms to understand and monitor course completions, qualification completions and student retention are comprehensive and effective. Evidence sighted by the evaluators included achievement monitoring by centres and by qualification, close tracking of educational performance indicator data, and monthly statistics discussed at management meetings.

Students become more self-directed in their learning and confident in their academic skills and social abilities. This was evidenced by learner surveys and exit interviews, staff observation of students, student participation in extra-curricular activities, and by students' direct feedback to the evaluation team.

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<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Student achievement is monitored, analysed and systematically discussed at all levels of the organisation. This approach is comprehensive, highly effective and embedded across all staff and centres, ensuring early identification of problems around student progress and assisting with consistency of student outcomes, which is particularly important and challenging for a multi-centre organisation.

Capital Training's strong self-assessment identified several areas for improvement: more consistent completion of exit interviews across all programmes and centres; an increased focus on attendance for Youth Guarantee students; Youth Guarantee and Student Achievement Component student progression to higher study; and parity of qualification completion and employment outcomes for all ethnic groups.

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

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

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

Many learners achieve significantly more academically at this organisation than they have achieved in other learning environments. NZQA records of achievement and individual learning plans convincingly demonstrate this progress. Students previously not progressing in secondary school achieve qualifications, helped by one-to-one support from staff. STAR<sup>4</sup> courses for local schools have enabled learners to achieve NCEA level 1 and 2. Qualification success is clearly documented.

Consistent and improving learner achievement results (2014-2016) have led to increased government funding and contracts, indicating that Capital Training is considered a high-performing and valued education provider. Capital Training has excellent relationships with Work and Income offices who refer clients readily as a result of positive student and employer feedback. New programmes are secured and regular meetings take place to ensure that delivery aligns with expectations.

Employment outcomes for Training for Work and Employment Preparation programmes exceed targets, with MSD graduates gaining meaningful and sustainable employment. The contracted employment outcome target was 70 per cent into work. The actual outcome was 80 per cent. As a result, Capital Training has gained further MSD contracts.

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<sup>4</sup> Secondary Tertiary Alignment Resource – a programme to help secondary students make the transition to further education or employment.

Post-placement support ensures that ongoing opportunities are actively sought for learners who finish their courses without immediate employment. Records of this support and employer feedback sighted verified the effectiveness of this support.

Adult and Community Education was delivered for the first time in 2016, with all contracted places filled, indicating a demand for the programme. Courses delivered ranged from life skills for the disabled to work skills for adult beneficiaries. Capital Training plans to use this funding to develop New Zealand Sign Language and Te Reo Māori in local communities, an indication of the organisation's commitment to contributing to the community.

Students significantly increase their life management skills, confidence, timekeeping and attitudes. They develop literacy, numeracy and key functional skills required to complete their programmes or gain work. Students noted that Capital Training had improved their prospects and in many cases 'changed their lives and those of their family'.

Capital Training's strong self-assessment identified several areas for improvement: improving collation of progression data for non-MSD students; and formalising feedback from Māori and Pasifika communities, which is a work in progress. A Māori and Pasifika project team has been established to investigate ways to address this gap.

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

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

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

Small classes, rolling intakes (students can enrol at any time), a 10-day trial period before formal enrolment, specialist help with literacy and numeracy and student conditions (Asperger's, ADHD, foetal alcohol syndrome, global developmental delay, dyslexia, and general behavioural problems), and a caring, non-judgemental environment provide optimum conditions for students to flourish.

Selection interviews (including a literacy and numeracy assessment) and the induction process are comprehensive and lead to individual learning plans for each student. Individual learning plans are supported by weekly plans and regular review sessions which enable the student and teacher to match and align programmes and activities closely with student needs. The effectiveness of these processes was evidenced in student management system notes, samples of individual learning plans, and student feedback.

Formal annual programme reviews trigger required changes. Examples include the development of new resources that embed literacy and numeracy more effectively, and provision for increasing use of digital technology.

Internal moderation is valued and used to review and strengthen teaching methods, teaching resources and assessment activities. Moderation requirements for two industry training organisations (Service IQ and BCITO) have been met. NZQA moderation requirements were fully met in 2016 and largely met in 2017. Two recent consistency reviews met the required standard.

Work experience opportunities for Youth Guarantee students increase their confidence and provide feedback on areas for further development. Employer and student feedback confirmed that these experiences were challenging but useful and sometimes led to post-course offers of work. Workplace preparation for MSD call centre students was targeted to employer needs and was highly effective, with an 80 per cent rate of employment and ongoing contracts.

Most staff are qualified teachers. Staff are reflective and undertake internal and external staff professional development. Internal staff development includes identifying key areas for progress and forming project groups to address these. There are project teams for literacy and numeracy (with links to the Ako Aotearoa Dyslexia Research Project), Māori and Pasifika, and marketing.

Capital Training's success with foundation-level students is underpinned by values and a clear mission which has attracted and retained staff who share a passion for second-chance learners. This passion is practically directed to offering the best teaching and learning experience for learners through high-quality programmes.

The relevance of programmes and activities is assured by highly effective, ongoing engagement with both students and support agencies. Evidence of good practice is substantial and acknowledged by student and employer feedback and supported by the government through increased TEC and MSD funding year on year. TEC funding across both Youth Guarantee and Student Achievement Component programmes has increased in 2017.

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

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

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

Students are carefully, thoroughly and sensitively assessed for academic, personal and social criteria to ensure that 'wrap-around' support is offered from the time they 'walk in the door' and inquire about educational options until they secure employment or further training following completion of the qualification.

Support for students is fair, firm, focused and practical. Breakfast is provided for Youth Guarantee students every morning, travel money is provided to get to and from the course, absence is picked up daily, and attendance is expected unless a student makes contact with a valid reason for absence. Learner support coordinators provide pastoral care and links with external support agencies such as Youth Services and Work and Income.

Students are provided with support to develop personally, to experience new opportunities, and to identify and plan for attainable goals such as employment or further training. Timetables of participation in 'out of school' activities, student management system notes, student feedback forums, and employer feedback attested to the comprehensive range of opportunities provided and high levels of participation by students.

The organisation is flexible and highly motivated to find the best solution for each student. This might involve a student changing centres or taking up distance learning to accommodate individual circumstances. This flexibility is supported by excellent record-keeping and tracking to ensure the required learning goals and milestones are being met.

Students interviewed by the evaluators described the environment as safe, organised, having good facilities, and a 'home away from home'. For many students, Capital Training was the first place they had felt valued and had achieved academically.

The evaluators met a range of stakeholders from across the service sector. These stakeholders described Capital Training staff as student-centred, responsive, collaborative, generous with their time for both students and themselves, solution-focused, and that 'they never gave up' on a student.

The comprehensive student support provided creates the whānau environment which is not available to all students, as some are living independently and/or are supported by youth services agencies. The value and success of this approach is evidenced by the warm and friendly atmosphere in the centres, graduates who have become employees, and by regular visits from past students wanting to continue to share their journeys with staff.

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

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

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

Capital Training's leadership is effective and encourages staff to explore new ideas and develop new courses, provides adequate resources, and offers staff professional development opportunities that maximise their teaching impact in the classroom. Capital Training has well-documented policies and procedures that guide the teaching and learning environment and are well understood by staff and students.

Governance and management have established clear key performance indicators – both quantitative and qualitative – against which student progress is measured.

Key indicators monitored regularly include:

- Attendance (80 per cent or higher, monitored weekly and poor attendance followed up)
- Retention (70 per cent for Youth Guarantee and 80 per cent for other students; measured at an individual student level)
- Qualification completions (Youth Guarantee and Student Achievement Component target is 75 per cent; exit into employment or further training is 60 per cent for Youth Guarantee and 70 per cent for Student Achievement Component)
- Increases in literacy and numeracy (70 per cent of Youth Guarantee and Student Achievement Component students should increase their literacy and/or numeracy as measured by the online assessment tool),
- Learner feedback requires 80 per cent satisfaction across all areas surveyed.

The evaluators saw evidence that this range of measures was used effectively to review progress and initiate action.

The staff satisfaction survey in 2016 showed an increase in overall staff satisfaction to the 2015 year. It identified areas for improvement such as the system for performance review. The performance review process has since been reviewed as a result of this feedback.

Capital Training's self-assessment is systematic and occurs at all levels of the organisation: there are rolling action plans at the centre, and programme and organisational levels are reviewed each term. Formal self-assessment is completed each year. This involves reflection on the year and projecting forward regarding required changes to meet longer-term strategic goals. Examples of



outcomes from self-assessment include the new delivery site at Waipukurau and new MSD courses. Capital Training effectively responded to recommendations from the previous EER through the following developments:

- A range of reporting mechanisms that review student progress and proactively initiate action for improvement at both individual and programme levels.
- Extensive relationships outside the organisation that inform governance and management regarding funding, reporting and analysis of student achievement.
- Work to upskill staff around Māori and Pasifika philosophy and approaches, and recruitment of staff with extensive experience and language skills to support and further develop collaboration with Māori and Pasifika communities.

Educational performance indicators are monitored each month using information from the student management system to identify and deal with issues in a timely way. Progress towards TEC plans are monitored at centre and priority group levels with reference to previous-year achievements and any published benchmarks.

The organisation focuses on supporting staff so they are able to support students effectively to meet educational and personal goals. For example, learner coordinators provide support for Youth Guarantee students which frees tutors from pastoral key responsibilities. As noted above, all tutors work closely with individual students and meet with them regularly. Together, the staff provide excellent academic and pastoral care.

## 1.6 How effectively are important compliance accountabilities managed?

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

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

Capital Training has strong systems in place to ensure compliance accountabilities are managed effectively. These include updated processes to meet health and safety legislation and the Vulnerable Children Act. Evidence of this systematic approach includes staff training in health and safety, first aid, use of a fire extinguisher, and de-escalation emergency management training for dealing with aggressive students.

Effective systems for ensuring compliance with funders' requirements is assured by staff knowledge of educational performance indicators, monthly progress reports of programme statistics, and audits by the general manager to check that requirements are being met.

Regular reviews are carried out to ensure the delivery of programmes meets NZQA-approved programme and course requirements. Detailed information about contract places, numbers enrolled and hours delivered was provided in the organisation's self-assessment document, meeting TEC reporting requirements.

The organisation also has policies supporting equal opportunity and gender issues, indicative of the inclusive and supportive values that drive the organisation's day-to-day business.

Management of compliance accountabilities is systematic and has identified areas that could be strengthened, such as conducting programme reviews with sufficient time to make changes before the new academic year, and more systematic completion of approval forms for out of school trips.

The values and mission of the organisation guide practice across all aspects of the organisation, including compliance. Staff are encouraged and expected to report any non-compliances. Project teams are established where gaps are identified. Examples include the health and safety project team (to upskill staff around the recent changes to health and safety requirements) and the marketing project team (to improve the website's effectiveness).

# Focus Areas

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

## 2.1 Focus area: Foundation Skills (Level 1-3) Youth Guarantee

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

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

## 2.2 Focus area: National Certificate in Educational Achievement (Level 2) Services Industries (Student Achievement Component)

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

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

## 2.3 Focus area: Training for Work programmes (MSD-funded)

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

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

# Recommendations

NZQA recommends that Capital Training Limited:

1. Further strengthen stakeholder consultation and collaboration with PTEs offering similar programmes, to share good practice and learn from them. This includes continuing to make meaningful links with Māori and Pasifika PTEs and communities of learning.
2. Investigate and develop ways to measure student progress in soft skills to more fully evidence the gains students make in these skills and to demonstrate the contribution and importance of these skills to overall academic success.

# Appendix 1

**Table 1. Capital Training course and qualification completions for Youth Guarantee (YG) and Student Achievement Component (SAC) 2015-2016<sup>5</sup>**

Programme	2015	2016
YG course completions	82%	83%
YG qualification completions	100%	100%
SAC course completions	98%	93%
SAC qualification completions	100%	100%

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<sup>5</sup> Data source: Tertiary Education Commission

# Appendix 2

## Regulatory basis for external evaluation and review

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

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

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

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

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

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

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)