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# External Evaluation and Review Report

Capital Training Limited

Date of report: 20 July 2022

# About Capital Training Limited

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*Capital Training Ltd specialises in foundation learning, vocational pathways, employment skills and social and personal development. The range of training offered is broad enough to answer the learning needs of a wide scope of learners and stakeholders. It is one of the largest providers for younger learners in the Wellington region and for those who are re-entering education and training.*

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Type of organisation:	Private training establishment
Location:	L1/204 Thorndon Quay, Wellington
Code of Practice signatory:	No
Number of students:	Domestic: In 2021 there were 309 enrolments amounting to 140 EFTS. <sup>1</sup> Of those enrolments, approximately 31 per cent identified as Māori and 11 per cent as Pasifika.
Number of staff:	28 full-time, 11 part-time
TEO profile:	<a href="#">Capital Training Ltd</a>
Last EER outcome:	NZQA was Highly Confident in educational performance and Highly Confident in capability in self-assessment in February 2018.
Scope of evaluation:	<ol style="list-style-type: none"><li>1. He Ako Poutama – Life Skills (Level 1) (ID: 125751) leading to the New Zealand Certificate in Foundation Skills (Level 1) [Ref: 2861]; and He Poutama Ako – Business Skills (Level 2) (ID: 125238) leading to the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862]</li><li>2. Employment Placement Service (MSD) (Contact Centre)</li><li>3. Workplace Literacy and Numeracy</li></ol>
MoE number:	8415
NZQA reference:	C45070
Dates of EER visit:	17-19 May 2022 (Virtual)

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<sup>1</sup> Equivalent full-time learners

# Summary of Results

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*Capital Training is clearly meeting the needs of learners and stakeholders. Learners are supported academically and pastorally to set and achieve individual goals. Strengthened self-assessment processes have contributed to organisational understanding of education performance.*

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## **Highly Confident in educational performance**

Capital Training is skilled at supporting learners from diverse communities and learning backgrounds to achieve their goals. Māori and Pasifika learners are achieving positive results.

Outcomes for learners are well evidenced. Graduates pathway into further higher-level study, gain jobs and improve their employment-related skills. Early leaving exemption and secondary school students are provided with a positive alternative learning experience; literacy and numeracy skills are improved.

## **Highly Confident in capability in self-assessment**

Stakeholders benefit from acquiring work-ready graduates, and from extending the knowledge and skills of employees. Learners improve their social skills.

Staff adapt and tailor programmes to meet individual learner needs. Capital Training's core values are embedded in programme design and delivery.

Staff and support agencies who understand the local demographics of each delivery site work together to offer each learner the best chance of success.

Learner and staff feedback on programme delivery and design contribute to improvements. Programme review has been strengthened.

Quality assurance processes, which include moderation practices and programme audits, are sound and helping to maintain alignment with external agencies' requirements.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Most learners gain a qualification or complete a course, build and improve their soft skills such as assisting others with confidence, and develop a positive attitude to learning and employment.</p> <p>Young learners in the Life Skills and Business Skills programmes may complete NCEA credits, gain unit standards and improve their literacy and numeracy skills with the confidence to apply these in the community. Since 2017, educational performance for this focus area has remained steady, with qualification completions exceeding Tertiary Education Commission (TEC) contractual requirements for levels 1-3 (see Table 1, Appendix 1). Māori and Pasifika learners are achieving well in the level 1 programme, with most achieving a qualification. Achievement for the Business Skills level 2 programme is less positive, with increased withdrawals attributed in part to improved employment opportunities (see Table 2, Appendix 1). Capital Training tracks and supports these learners well, and in some cases learners may return to complete their programme.</p> <p>Regional centre staff know their learners well, and what contributes to successful outcomes. For example, targeted iwi-led pastoral care in one centre has led to improved attendance rates. This knowledge of good practice is shared across the organisation in meetings and digitally, leading to a clear picture of educational achievement.</p> <p>Capital Training has a sound process of moderation, and recent moderation results confirm and validate assessment decisions. Programme review has been strengthened to better capture outcomes and actions.</p>

<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	<p>Benchmarking evidence of education organisations providing similar programmes ranks Capital Training as being in the upper quartile.</p> <p>For the employment placement focus area, placement and retention in employment consistently exceeds MSD targets (60 per cent successful outcomes into employment – see Table 2, Appendix 1). With over 78 per cent of learners gaining and retaining sustained employment in 2021, improved individual and family circumstances is one indicator of success. Capital Training benchmarks educational performance to previous years’ outcomes; self-assessment of this focus area is well managed and of a high standard.</p> <p>For the Workplace Literacy and Numeracy focus area, gains for employees are assessed by the employer in conjunction with the tutor, based on surveys and observations of improved competencies against required objectives. Achievement may be measured by improved engagement at their workplace – enrolling in a first aid certificate course, for example. Literacy and numeracy gains are measured at the beginning and completion of the programme. In 2021, 73 per cent made gains in numeracy, and 64 per cent in reading. Self-assessment of this focus area could be further extended by an organisation-level programme review, and this is the intention of Capital Training.</p> <p>The recording of achievement rates for learners identified with dyslexia (in line with the requirements for maintaining the dyslexia quality mark) is being implemented; and analysis and findings to enable improved outcomes for these learners are underway. In 2022, 19 per cent of all enrolments were identified as having dyslexia; of this group over half achieved a qualification, with 23 per cent leaving to continue alternative study.</p>
<p>Conclusion:</p>	<p>Capital Training has sound self-assessment practice which has contributed to strong educational performance in lower-level programmes catering to the needs of Capital Training’s learners. There is a cycle of improvement that is positively influencing learner achievement.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Most learners achieve valued outcomes, either to employment or further training. Stakeholders appreciate the learners building on their social and work-related skills, including improved literacy and numeracy, and growth in the graduates' confidence.</p> <p>Life Skills graduates typically pathway to the Business Skills programme, or another vocational programme at Capital Training. Graduate destinations are tracked and aggregated and reported by centre and organisationally. For the level 2 graduates, 31 per cent were in employment, 27 per cent were undertaking further study, while the remainder were either seeking employment or their destination was unknown. In addition, Capital Training evaluates the transferable skills gained, and graduates' perceptions of their confidence against the graduate profile outcomes. This information is aggregated and has some interesting themes worthy of further analysis and action.</p> <p>Capital Training and MSD have a contractual, post-programme employment outcome target that Capital has continuously exceeded (see Table 2, Appendix 1). Successful outcomes (gaining employment) and retaining employment (at 31 and 91 days) are tracked by ethnicity. Since the last EER, parity of outcomes by ethnicity has been variable. Over the three years of data, Māori and Pasifika successful outcomes have reached parity or exceeded those of other ethnicities on three of six outcome measures. From July 2019 to June 2021, successful outcomes for this sub-group had not reached parity, attributed to a change in employer needs. Employers interviewed by NZQA from call centres who have an ongoing need for skilled staff, attested to their graduates' work-ready skills and retainment and, in some instances, career advancement. Programme evaluation is effective at tracking outcomes for this focus area.</p> <p>Capital Training is the preferred provider for the employers that engage in Workplace Literacy and Numeracy (that the EER team contacted), due to their effective management of programmes that lead to clear outcomes for employers and their staff. Evidence from employers of gains made include their staff showing improvements in form filling, understanding signage, contributing to staff meetings, achieving a learner's driving</p>

	licence, and completing unit standards. Capital Training gained repeat business from 22 of 25 employers during 2021-22, and believes this to indicate that outcomes are being well met for stakeholders.
Conclusion:	Capital Training provides programmes that benefit a wide range of stakeholders. Measurable gains are being made in the application of skills and knowledge in further study or employment and more qualitative societal improvements. Data to confirm these gains is held organisationally and at delivery sites. This knowledge contributes towards ongoing programme improvement and annual re-funding.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Programme design and delivery is primarily focused on progressing the individual, who benefits from small classes delivered by knowledgeable and experienced staff who follow the core values of the organisation. Understanding the learner and their backgrounds and encouraging them to consider goals are strengths of Capital Training.</p> <p>Stakeholders such as youth agencies are part of the journey of the learner, and their involvement contributes to programme design and delivery. In the Foundations Skills programmes, for example, discussions between education advisors and Capital Training support the successful transition of early school finishers (under 16 years of age) into the programme. Learners tend to be more successful in the 'learn at your own pace' modular programme design. In the Employment Placement Service programme, key employers attend sessions to meet learners and provide information on the workplace environment. Skills required by employers, for example time management, are practised during the programme on customised technology; personal skills, such as understanding the importance of resilience, are discussed and well understood by the learners.</p> <p>Workplace literacy and numeracy courses are customised to suit the employers' and employees' needs, and are designed to include workplace documents.</p>

	<p>Self-assessment relating to programme design and delivery is mostly effective at capturing the voices and opinions of all stakeholders. Staff and learners are regularly engaged to offer input through meetings, surveys and moderation huis, and this information is best captured in key organisational and regional documents. There is some good evidence of improvements to the programme made in response. Workplace and support agency involvement in the programmes, including those representing local iwi and Pasifika stakeholders, is held primarily at site level. Capital Training is considering how best to include this evidence to add value to annual programme reviews.</p> <p>The NZQA programme monitoring report for the Foundation Skills programme in 2021 commended Capital Training for its efforts in evidencing Māori and Pasifika consultation in the programme application of 2019. Te ao Māori concepts are embedded in all modules of learning. The three requirements of the report related to strengthening the programme review process, and this has mostly been done well. Workplace literacy and numeracy delivery is not yet reviewed at programme level. An organisational overview that captures stakeholder voices, as mentioned in the paragraph above, is a work in progress. These two points have impacted the rating in self-assessment for this key evaluation question.</p>
<p>Conclusion:</p>	<p>Programme design and delivery meets student and stakeholder needs. Self-assessment through a more robust programme review process is recent in two of the focus areas, and yet to be extended to the Workplace Literacy and Numeracy focus area. Nonetheless, knowledge of each programme’s effectiveness and evidence of improvements is good.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Capital Training is highly effective at meeting the learning support needs of its learners. Staff and support agencies who understand the local demographics of each delivery site, work together to offer each learner the best chance of success.</p> <p>Attendance is closely monitored, and while there are some regional differences, there are effective processes in place to retain learners in classes. Learner pastoral support involves staff who are in turn supported by the organisation to provide a safe environment. Support agencies and whānau are actively involved in the Foundation Skills focus area, and their input to learners is shown in the organisation's documents.</p> <p>Learners from the Employment Placement Service programme benefit from one-to-one input and a flexible, blended learning environment. Efforts are made to re-engage learners who are unsuccessful in gaining employment; this approach to maintaining learner contact and encouraging return to study is also evident in other focus areas.</p> <p>Workplace literacy and numeracy learners benefit from a flexible mode of delivery. Tutors employ responsive teaching strategies to answer emerging learning needs.</p> <p>Teaching staff either hold or are working towards adult teaching qualifications and are experienced in teaching. Aggregated learner surveys for each focus area indicates a high level of satisfaction with the support they have received.</p> <p>Methodologies of support and learning are inclusive of culture and learning disabilities. As mentioned in 1.2 for example, learners with dyslexia are identified early in the programme and are supported through learning strategies and resources. Māori and Pasifika health models support many learners. In both cases above, there have been some useful reflections by staff on their effectiveness in supporting learners, and this knowledge is currently being embedded across the organisation.</p> <p>Capital Training has responded well in supporting learners during the Covid lockdowns, and has been effective in maintaining engagement with most learners.</p>

Conclusion:	Learners are well supported in their programmes. There is a network of support that contributes to positive learning experiences. Capital Training has a thorough understanding of how support processes contribute to learner success.
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### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The purpose and goals of Capital training are clear and well documented. There is sound evidence supported by performance and outcomes data that Capital Training is delivering on its mission statement.</p> <p>Leadership is effective and strengthened through recent appointments and the addition of a leadership programme for centre team leaders. The academic oversight of all programmes has also been recently extended, and there is an intention to broaden the scope of academic programme review.</p> <p>Staff are well informed and engaged in regular organisation-wide meetings and discussions. Staff opinions are valued and responded to. Professional development of staff, although encouraged by management, is variable in uptake, and the value-add of improved knowledge and skills could be better managed.</p> <p>Capital Training responded well to supporting staff and learners during the pandemic. Resources and programme delivery were nimble enough to ensure that, where possible, learners had the support they needed to continue learning.</p> <p>Strengthening stakeholder consultation and collaboration, including with Māori and Pasifika, was a recommendation of the last two EERs. There are some recent initiatives that add external benchmarking (participation in the newly formed Youth Guarantee Provider Group) and iwi support (Te Taiwhenua o Tamatea in Waipukurau). Formalising and extending stakeholder feedback across programmes and sites to inform at organisation level is less convincing.</p> <p>Te Tiriti o Waitangi policy was reviewed in 2021; however, it is not evident if the milestones have been measured for effectiveness. Staff and learners at Capital Training say they</p>

	would like added input of Te ao Māori principles and, given the demographic of the learners, this should be a priority for Capital Training.
Conclusion:	Leadership supports and manages educational achievement well. There are clear systems and processes to monitor learners across sites. Some inconsistencies exist with self-assessment of programmes noted in 1.3, and in extending the formalising of stakeholder feedback, including that of Māori and Pasifika.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Capital Training manages its compliance accountabilities well. There are effective systems in place to monitor and respond to accountabilities as detailed below.</p> <ul style="list-style-type: none"> <li>• Capital Training maintains well its multiple funding streams with the TEC. Any variability in performance is tracked, with strategies to mitigate and improve. There have been some problems in delivering to employees of businesses in the Workplace Literacy and Numeracy programme during Covid 19; however, Capital Training is confident of meeting TEC financial obligations and is part way towards doing so. Previously, TEC audits have been positive towards Capital Trainings' performance.</li> <li>• The MSD audit of 2020 fully met five standards and partially met one other, which has since been addressed, thereby maintaining their level 4 accreditation. MSD commended Capital Training on effective policy making and data collection and of having robust health and safety measures. The partially met standard raised no issues or concerns. MSD reports are collated annually in line with contract conditions.</li> <li>• The Interim Code of Practice for Pastoral Care of Domestic Tertiary Education Students self-review process was well considered and included staff input.</li> </ul>

	<ul style="list-style-type: none"> <li>• Internal programme audits against programme approval rules ensures compliance and tracks any expiring unit standards.</li> <li>• Compliance with PTE registration rules is captured in the compliance tracker document and is supported by evidential documents.</li> <li>• Attendance is monitored, managed and reported on.</li> <li>• Attestations and other required reporting supplied to NZQA is timely.</li> </ul>
Conclusion:	Capital Training manages multiple compliance accountabilities well. Sound quality assurance systems advise staff on responsibilities and these are followed well.

# Focus Areas

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

## 2.1 Focus area: He Ako Poutama - Life Skills (Level 1) and He Poutama Ako - Business Skills (Level 2)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 2.2 Focus area: Employment Placement Service (MSD) (Contact Centre)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 2.3 Focus area: Workplace Literacy and Numeracy

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

# 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 Capital Training Limited:

- Continue to support and develop professional development for teaching staff. Consider how best to use knowledge of improved practices and outcomes to inform and develop all staff.
- Set and monitor targets and milestones within the Māori and Pasifika policy, to both implement and measure their effectiveness.
- Continue to develop and formalise stakeholder feedback on programme delivery and design, including constructive criticism around outcomes.

# 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. Qualification completion summary – percentages**

Qualification	Ethnicity	2017	2018	2019	2020	2021
New Zealand Certificate in Foundation Skills (Level 1)	Māori		71%	55%	85%	78%
	Pasifika		50%	77%	74%	86%
	Other		66%	64%	74%	74%
	Overall		66%	62%	77%	76%

Qualification	Ethnicity	2017	2018	2019	2020	2021
New Zealand Certificate in Foundation Skills (Level 2)	Māori		20%	33%	43%	46%
	Pasifika		50%	0%	40%	100%
	Other		82%	50%	75%	85%
	Overall		59%	40%	69%	80%

Data supplied by the PTE; based on Nga Kete

**Table 2. Employment Placement Service (MSD) outcomes****July 2017-June 2018**

Enrolments				Course completion				Successful outcomes			
Māori	PI	Pakeha	Other	Māori	PI	Pakeha	Other	Māori	PI	Pakeha	Other
40	45	63	22	39	43	59	22	25	28	37	16
24%	26%	37%	13%	98%	96%	94%	100%	63%	62%	59%	73%
Continuous employment											
31 days						91 days					
Māori	PI	Pakeha	Other	Māori	PI	Pakeha	Other				
25	28	37	16	24	25	36	15				
100%	100%	100%	100%	96%	89%	97%	94%				

**July 2018-June 2019**

Enrolments				Course completion				Successful outcomes			
Māori	PI	Pakeha	Other	Māori	PI	Pakeha	Other	Māori	PI	Pakeha	Other
42	27	78	29	42	26	77	29	32	21	55	22
24%	15%	44%	16%	100%	96%	99%	100%	76%	78%	71%	76%
Continuous employment											
31 days						91 days					
Māori	PI	Pakeha	Other	Māori	PI	Pakeha	Other				
30	21	54	22	30	21	47	20				
94%	100%	98%	100%	100%	100%	87%	91%				

**July 2019-June 2020**

Enrolments				Course completion				Successful outcomes			
Māori	PI	Pakeha	Other	Māori	PI	Pakeha	Other	Māori	PI	Pakeha	Other
26	20	58	26	25	19	58	26	15	13	47	21
20%	15%	45%	20%	96%	95%	100%	100%	58%	65%	81%	81%
Continuous employment											
31 days						91 days					
Māori	PI	Pakeha	Other	Māori	PI	Pakeha	Other				
14	13	46	21	12	13	45	21				
93%	100%	98%	100%	86%	100%	98%	100%				

**July 2020-June 2021**

Enrolments				Course completion				Successful outcomes			
Māori	PI	Pakeha	Other	Māori	PI	Pakeha	Other	Māori	PI	Pakeha	Other
33	35	57	30	32	31	57	30	26	30	55	24
21%	23%	37%	19%	97%	86%	100%	100%	79%	86%	96%	80%
Continuous employment											
31 days						91 days					
Māori	PI	Pakeha	Other	Māori	PI	Pakeha	Other				
26	28	55	23	23	28	51	20				
100%	93%	100%	96%	88%	93%	93%	83%				

# Appendix 2

## Conduct of external evaluation and review

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

### *Disclaimer*

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

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

- *Identify organisational fraud<sup>3</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>3</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.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, 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 2016. 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)). 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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