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Report of External Evaluation and Review

Mara Marketing Limited

Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 8 September 2016

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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:	Mara Marketing Limited (Mara Marketing)
Type:	Private training establishment (PTE)
First registered:	17 December 1997
Location:	391 Rangitikei Street, Palmerston North
Delivery sites:	As above
Courses currently delivered:	Youth Guarantee
Code of Practice signatory:	Mara Marketing is a signatory to the Code of Practice but does not currently have any international learners enrolled.
Number of students:	Domestic: <ul style="list-style-type: none">• Youth Guarantee, 32• Māori and Pasifika, 10 International: nil
Number of staff:	Three in the management team and four full-time tutors.
Scope of active accreditation:	The full accreditation for Mara Marketing is available at: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=846581001
Distinctive characteristics:	Mara has delivered automotive training in the Manawatu region since 1999. As a youth-related education provider, Mara Marketing's primary aim

is to develop and grow young graduates who choose to pursue a career in the automotive industry. As part of its commitment to ensuring learners receive quality education, Mara Marketing has a literacy and numeracy tutor on site. Learners are able to receive additional one-to-one tutor literacy and numeracy support from this tutor. The training site is located within walking distance of the Palmerston North CBD and is reasonably accessible to most learners.

Recent significant changes: Mara Marketing was sold in January 2015. The new owner also owns and operates English Teaching College (ETC), which has a branch in Palmerston North. ETC is a PTE offering English language courses. The incoming owner has instigated a new management structure for Mara Marketing consisting of ETC's quality systems and the Mara Marketing training manager. A full-time literacy and numeracy tutor has been employed and is teaching on site.

Mara Marketing has developed its Certificate in Automotive Engineering (Level 3) programme to cater for learners who have completed NCEA levels 2 and 3. This has allowed some learners with NCEA level 3 to complete the level 3 automotive certificate in preparation for a level 4 fee-paying programme and a potential career in the automotive industry.¹

Through its new owner, Mara Marketing is also investing increased capital expenditure in a new training site which has a purpose-built automotive workshop and increased classroom space. The current training site is leased and that tenure is due to expire.

Previous quality assurance history: In relation to previous external evaluation and reviews (EERs), Mara Marketing was quality assured by NZQA in November 2012. It received statements of Confident in educational performance and Confident in capability in self-assessment. The two focus areas (governance,

¹ Mara Marketing does not deliver the level 4 programme.

management and strategy, and programme design and development) were rated as Good and Excellent respectively for educational performance, and both were rated Good for capability in self-assessment.

In addition, Mara Marketing was moderated by the Motor Industry Trade Organisation (MITO) as recently as April 2016. Minor issues identified by the moderator have been addressed with the implementation of an improved internal moderation plan. In the report, MITO indicated that it has confidence in the abilities of Mara Marketing to deliver and assess against MITO unit standards.

2. Scope of external evaluation and review

The scope of the EER included two focus areas. These were the mandatory focus area of governance, management and strategy; and Youth Guarantee programmes. The focus on Youth Guarantee was to evaluate the provision of education Mara Marketing provides to youth learners through a trade-related programme.

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 over one and a half days by two evaluators who visited Mara Marketing at its site in Palmerston North.

The evaluation involved engagement with the:

- Director/owner of Mara Marketing
- Quality assurance manager
- Head tutor
- Three tutors
- Five key stakeholders comprising employers and ex-graduates currently completing apprenticeships.

In addition to documents provided for the EER scoping, the EER team sighted and was provided with strategic and business plans, management and operational policies, quality management system documents, moderation review results², self-assessment documents, programme documents, and monitoring and programme review data (including achievement and destination data and stakeholder and learner feedback surveys).

² Moderation review results from the relevant industry training organisations were provided during the EER.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Mara Marketing Limited**.

The EER has found good evidence that Mara Marketing is meeting most of the important needs of its learners and key stakeholders. Key reasons for this include the following.

- Improved governance and management has been brought about by the new ownership and a review of the management structure. The new owner is making a significant investment in building capability and capacity in Mara Marketing which is producing positive results. The owner also brings a wealth of experience from the PTE sector as a current owner of an English language school, including the use of all its resources, particularly in the areas of finances, management and education. The new regime has also allowed the head trainer, who previously had the position of head tutor, to implement some of his own ideas now that the head trainer is part of the new management structure.
- Improved course and qualification completion rates in 2015 can be attributed to the change in management and funding structures. In 2015, the Tertiary Education Commission (TEC) education performance indicator (EPI) data showed that course and qualification completions for Youth Guarantee enrolled learners was 92 per cent and 65 per cent respectively. Both figures are above the TEC EPI median for 2015, and considerably higher than the previous two years' results.
- The improved focus on literacy and numeracy and the employment of a well-qualified literacy and numeracy tutor on site provide immediate access for learners. This complements the sessions taught by the trade tutors who are able to identify learners' academic issues and immediately refer the learner to the literacy and numeracy tutor. The on-site access also enables all the tutors to discuss any learning or programme issues informally during breaks and formally during staff meetings.
- The PTE recruits qualified trade staff with extensive industry experience and practice working and managing workshops as teachers. Mara Marketing complements this experience by providing opportunities for staff to upskill in adult learning and teaching qualifications.

The range of outcomes at the time of this EER were not sufficient to justify a rating of highly confident. Mara Marketing improved its learner completion and qualification rates considerably in 2015 compared with the two previous years. However, it is too soon to ascertain the PTE's ability to sustain these rates.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Mara Marketing Limited**.

Mara Marketing has highly effective self-assessment processes in place to monitor and evaluate its programmes and activities. Key reasons include the following.

- Mara Marketing demonstrates a high level of administrative efficiency and systemisation relevant to its automotive programmes and specific learner group. The PTE has simple but efficient systems based on sound policies and procedures. These ensure a good level of consistency in training practice, active assessment of achievement data, and reporting to NZQA.
- The PTE has strong stakeholder connections within its locality. Stakeholders include car dealers and an automotive business which have offered work experience for Mara Marketing learners as well as employing graduates. Universal College of Learning (UCOL) in Palmerston North offers opportunities for higher-level training once learners graduate from Mara Marketing. Contact with these stakeholders is maintained using formal and informal methods that enable Mara Marketing to receive ongoing feedback about the quality of training delivered, the progress of learners who have graduated from Mara Marketing, and any academic and industry trends that may be happening that will have an impact on training programmes and outcomes.
- The implementation of structured internal moderation processes is managed by the head trainer and involves all staff. The activity and decisions made are clearly recorded, resulting in action plans that are monitored and progression reports provided.
- The use of learner and stakeholder written feedback informs decisions about programme improvements, tutor reviews, learner concerns and external industry trends. Mara Marketing was able to highlight how stakeholder feedback was used to improve the behavioural and work ethic lessons learners need to acquire prior to engaging in work experience. Both learner and stakeholder feedback is analysed by the head trainer and reported to management and staff meetings respectively.

Findings³

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 **Excellent**.

Table 1. TEC EPI data for Student Achievement Component (SAC) funded programmes 2013-14, and Youth Guarantee programme, 2015

	Course completion	Qualification completion	Higher study	Retention
2015 Youth Guarantee	92% (62)*	65% (60)	NA	4% (35)
2014 SAC	38% (55)	14% (40)	4% (22)	58% (75)
2013 SAC	65% (85)	37% (80)	28% (23)	43% (77)

*Brackets indicate TEC median

Table 2. Mara Marketing actual data for Youth Guarantee programme, 2015

	Foundation Skills level 1	Entry Skills level 2	Certificate level 3
Enrolled	64	27	12
Completed in 2015	32	10	4
Transition 2016 and completed	6	6	5 not yet completed
Total completed	38 (60%)*	16 (60%)	4+5 not yet completed (75%)
Did not complete	26	11	3

*Indicates overall total in percentages

Achievement outcomes for learners studying at Mara Marketing since 2015 are good. Key improvements in understanding its learner group and the impacts of those improvements are reflected in improved achievement rates in 2015 compared with the previous two years. Table 1 highlights the overall increase in both course and qualification completion rates between 2013 and 2015.⁴ Table 2 provides a

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

⁴ Mara Marketing commented during the EER that they regularly used the TEC EPI data to measure their achievements and to draw comparisons with other PTEs and ITPs that have a similar learner group.

detailed view of individual course levels and indicates that the rates of achievement are in line with the TEC EPI median. (The high level of non-completions reflects unresolved personal issues such as drug and alcohol dependence.) These results provide sufficient evidence that Mara Marketing is demonstrating strong efforts to improve learner performance.

Much of the credit for the increased improvement in achievement can be attributed to the refocusing of the Youth Guarantee programme – more emphasis on literacy and numeracy, and closer relationships with families and schools – and the change in ownership of the PTE and restructuring of the management team. There is greater scrutiny on learners completing formal qualifications, acquiring a solid skills base to pathway into an apprenticeship, and reinforcing a positive work ethic. Comments from learners revealed that despite enduring bad experiences at school, they have made good progress while with Mara Marketing and can aspire to attaining a qualification and an opportunity to work in the automotive industry. In addition, learners are finding that their academic levels have improved through the increased literacy and numeracy support provided by Mara Marketing, particularly through having access to a qualified tutor on site. Mara Marketing learner results have only just started showing improvement through the Youth Guarantee focus, hence the rating of Good for educational performance for this key evaluation question. Without sufficient evidence to have assurance of similar results in the next year or two, a higher rating cannot be given.

Mara Marketing uses a range of methods to gain a complete understanding of the learners and to ensure that their needs are clearly identified and appropriate support is provided. In particular, Mara Marketing relies on accurate data to make decisions around learner programmes and required support. These decisions include initial learner needs assessments at enrolment to provide a clear pathway of learning and to ensure that the learners have the best chance of success. The assessment also takes into consideration any prior learning so that this is accurately recorded against the learner's individual learning plan. At the commencement of the programme, learners are given a literacy and numeracy test and are assessed using the adult learning progressions assessment tool. The strong use of data and the implementation of structured programme and assessment reviews, such as internal and external moderation reviews, strongly indicate that Mara Marketing actively strives to understand the performance of its learners and, where required, provides necessary support.

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 **Excellent**.

In evaluating the value of outcomes for key stakeholders, including learners, the evaluation team has taken particular note of the outcomes achieved by learners, the impact of these outcomes on whānau dynamics, and the views of employers. Mara Marketing has demonstrated the value of its programme outcomes for these three key stakeholders.

From the perspective of the learners, the prime value is the opportunity to achieve a practical qualification that gives them an opportunity to gain meaningful employment in a career of their choice. Typical of many Youth Guarantee learners, they come with limited educational achievement and an experience of the education system that has failed them. The cascading programme structure provides a simple and clear education pathway where they can progress from level 1 to level 2 and complete the level 3 qualification within 18 to 24 months. As some credits from a lower level can be cross-credited to the next level, learners begin to realise that their learning pathway is much more achievable and attainable.

From the perspective of whānau, the impact of their child gaining a qualification with the potential to secure an apprenticeship – as revealed second-hand in interviews with staff, graduates and employers – is one of pride mixed with relief that their child could gain a qualification and work towards an apprenticeship.

From the perspective of employers, giving Mara Marketing learners and graduates work experience and employment shows that they have the confidence in the skills the learner brings to their business. This is a result of their relationship with Mara Marketing and consistently having their expectations being met by former learners. They also valued the ongoing communication with Mara Marketing as they were able to offer insights to the PTE around current industry needs. A higher rating for this key evaluation question at this time is not justified given the only recently renewed focus in the Youth Guarantee programme. Results to date include high levels of non-completions, including those that do not move on to higher learning or apprenticeships.

Mara Marketing has established strong relationships with key education and industry stakeholders in Palmerston North. The PTE regularly seeks feedback from employers, industry groups, learners, and other tertiary providers to determine how much of the training and outcomes are valued. The head trainer is in regular contact with these groups as they are considered good sources for work experience, employment options, and gathering feedback relating to graduate performance. Face-to-face contact and quick conversations over the phone are considered the most effective way of seeking feedback from key stakeholders. Given the size of the organisation and the long-established relationships with key

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stakeholders, this way of gathering information is more than sufficient for Mara Marketing to understand how well stakeholders value the outcomes of the training.

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 **Excellent**.

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

The development of programmes and activities at Mara Marketing is simple and effective. The head trainer is primarily responsible for ensuring the design and delivery of Mara Marketing's programmes meet the needs of its identified learner group. Evidence provided for the EER demonstrates that Mara Marketing knows the profile of the learner group, is aware of the educational challenges that these learners present with, and has structured the programme and delivery accordingly. Much of this is achieved by having a good understanding of the Youth Guarantee programme and the specific details of the national certificate qualification criteria from levels 1-6, despite only delivering programmes up to level 3. Mara Marketing also has a good understanding of automotive industry requirements, particularly the details of an automotive trade apprenticeship.

The course outlines for the levels 1-3 national certificates are unit standards-based and consist of teaching the foundation aspects of the automotive trade and continue to build on that knowledge in subsequent stages. Learners are able to acquire generic unit standards which consist primarily of safety requirements. These particular unit standards allow learners to work in the Mara Marketing purpose-built workshop as well as undertake work experience in a commercial environment. The significance of this programme structure for learners is that they experience immediate success through unit standards gained towards the qualification and also have the ability to cross-credit some of those generic unit standards – such as safety measures – to other trades if they decide to change from automotive. In addition, Mara Marketing has adapted its level 3 qualification to enable learners who have achieved NCEA level 3 to enrol in preparation for an apprenticeship.

In relation to literacy and numeracy, Mara Marketing assesses all its learners during the enrolment stage using the TEC literacy and numeracy tool to ascertain levels on entry and whether the particular learner requires additional support in this area. This is good practice. The employment of a literacy and numeracy tutor to operate on site provides learners with immediate access to a qualified tutor. In addition, Mara Marketing is also using the support provided by its new owners who also owns an English language school. These resources add an academic dimension to the courses provided by Mara Marketing.

Mara Marketing uses a range of methods to ensure that its programmes match learner needs. These include analysis of learner evaluation and employer feedback, and monitoring of learner outcomes throughout the programme. This information is formally recorded and stored by Mara Marketing and is used to inform management and staff discussion relating to programme design, learner progression, the needs of local high schools, pathways to tertiary study, and industry needs. Mara Marketing also conducts internal moderation with results included as part of the agenda items in staff meetings.

In relation to addressing the needs of learners that do not complete programmes, Mara Marketing believes that the purchase of a new site with increased workshop and classroom space will be able to offer more options for learners and better one-to-one support.

1.4 How effective is the teaching?

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**.

Teaching delivery by Mara Marketing training staff is highly effective. With learners enrolling specifically to gain a vocational qualification, Mara Marketing has been effective in providing an inclusive and supportive learning environment. This includes a strengthening of its literacy and numeracy programme. Mara Marketing is doing this by taking full advantage of the literacy and numeracy expertise provided by the new owners. The new management brings a wealth of experience to support the newly appointed literacy and numeracy tutor. As part of the enrolment process, all learners are required to undertake a literacy and numeracy assessment unless they can provide proof that they meet the required standards. Proof can include having achieved NCEA level 3.

Within the automotive programme, all learners complete the foundation skills component of qualifications. The component consists primarily of safety requirements for operating within a workshop as well as using associated tools and equipment. The delivery of training by Mara Marketing trainers reflects good practice in young adult education, with a facilitative focus. Trainers provide a self-paced learning environment designed to ease learners into the programme. Trainers are acutely aware of the often limited learning abilities that many learners bring to the programme. The intent is to provide a learning environment where the learner is treated like an adult. Learners are expected to behave as adults and accept the necessary responsibilities. These include attending class regularly, communicating with staff if they will be absent, respecting the workshop equipment, and respecting other learners.

The focus on completing unit standards by using a range of theory and practical activities gives learners the skills to build a strong level of understanding of the

programme content as they progress. In most cases, contextualised learning is used to ensure knowledge is being applied effectively under typical workshop conditions.

Self-assessment by the training staff is comprehensive and intended to ensure practice is effective to cater for youth learners. All the training staff, including the literacy and numeracy tutor, are well qualified and have several years' experience in their respective fields. In addition, there is an active system in place for the internal moderation of assessment decisions and materials. This is usually carried out by the head trainer and discussed at regular internal moderation staff training meetings. The evaluation team sighted examples of internal moderation assessments and was more than satisfied that the process is sound. External moderation reports by the industry training organisation, MITO, confirm that apart from some minor issues – which have been addressed through the implementation of an improved internal moderation plan – MITO indicated that it has confidence in the abilities of Mara Marketing to deliver and assess against MITO unit standards.

1.5 How well are learners guided and supported?

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 **Excellent**.

Guidance and support offered by Mara Marketing is consistent and effective, with no evident performance or self-assessment deficiencies affecting learner achievement. At the application, enrolment and induction stages, the head trainer provides learners with comprehensive information about their chosen programme to fully prepare them for their programme of study. This includes information that clearly describes the course content and purpose. Mara Marketing's enrolment process is designed to identify any learning needs learners may have prior to attending a course, so that the trainers can adapt some of the course delivery to meet those needs. The management and tutoring team are acutely aware of the educational backgrounds of the learner group and the many challenges they bring to the PTE. These challenges are not only confined to education but also involve a number of health, personal and social issues. To support learners to overcome these challenges, Mara Marketing has implemented a number of simple strategies. For example, those learners that have been identified as having literacy and numeracy challenges are provided with extra one-to-one tuition with the literacy and numeracy tutor. The benefit of having the tutor on site is that the learner is given immediate support. Once the learner has been assessed as having these immediate needs met, they are reintegrated back into their respective programme. In relation to social issues, Mara Marketing offers alcohol and anger management and drug awareness programmes through external support services. An additional service offered by Mara Marketing is the opportunity for learners to bring in their own vehicles for them to repair under supervised conditions. This not only provides

the learners with incentives to attend the programme, it also gives the learner valuable work experience. Mara Marketing also provides a dedicated non-school space with table tennis and lounge areas for learners to enjoy when not in class. Although the impacts of the support mechanisms provided by Mara Marketing are sound, they will require further monitoring and reviewing to ensure their effectiveness. The potential for reducing future course non-completion rates will provide sufficient evidence to justify a higher rating in performance.

Mara Marketing has simple but efficient methods for ensuring the pastoral care and support provided is appropriate, effective and timely. With up to three automotive trainers – including the head trainer – having regular contact with the learners, they are able to observe the impact of their support and its effectiveness. These observations are regularly recorded and discussed at the weekly staff meetings. If immediate support is required, the trainers are able to act accordingly, such as phoning parents to find out the whereabouts of learners, and conducting one-to-one meetings with the learner to ascertain the support required. The collective input by all staff – together with oversight from the head trainer – ensures there is consistency in the support offered to learners. It also promotes the good use of peer support among trainers.

1.6 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**.

The governance and management of Mara Marketing is highly effective. The transition of the PTE to the new owner has been seamless and well managed. The new owner has deliberately installed key people from his current PTE into management positions within Mara Marketing to support the head tutor and to ensure good management practices and systems are implemented. The key people from ETC are the quality systems manager and the chief financial officer. The impact of the new structure on Mara Marketing is already proving to be efficient, with regular weekly meetings and a strong focus on literacy and numeracy. The ETC quality systems manager has considerable experience in literacy and numeracy teaching and implementing some of ETC's systems into Mara Marketing's operations. The new owner is very satisfied with the arrangement as it ensures Mara Marketing has management systems in place that he is familiar with. In addition, financial matters are managed from a central point under the control of the chief financial officer, providing an opportunity to include Mara Marketing into ETC's quality assurance systems.

Mara Marketing has been set a clear purpose and direction by the new owner, which is to consolidate the business and allow Mara Marketing to continue with its current direction of providing quality automotive training for its learners. This has

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been met with a positive response from the head trainer and the tutoring team. The new management structure has provided the training manager with the opportunity to implement a number of his own ideas. The new owner has approved many of these ideas, and there are strong signals that the new regime will bring efficiencies to the PTE's operations. In addition, the new owner has indicated that the likelihood of enrolling international students is possible and is a potential opportunity to increase learner numbers.⁵

The commitment of the new owner is clearly evident in the outlaying of considerable capital to purchase and redesign a new purpose-built workshop for Mara Marketing. The new site will offer more lecture room and workshop space to cater for a potential increase in learner numbers. In relation to education matters, the new owner is fully capitalising on the assets and resources of ETC to enhance Mara Marketing. Mara Marketing has exclusive access to all of ETC's resources, including those relating to literacy and numeracy and the employment of a literacy and numeracy tutor on site. The benefits for Mara Marketing is that it now has its own resources on site to cater to the learners who struggle with literacy and numeracy and have a limited educational foundation.

In addition to the literacy and numeracy assets, the recruitment of qualified automotive tutors over the years has been very controlled and deliberate by the head trainer. All the tutors have had considerable experience in operating and managing an automotive business and have the relevant industry qualifications. One of the tutors is of Pacific Island descent and has been instrumental in providing ESOL (English for Speakers of Other Languages) and pastoral support to learners. Mara Marketing has been active in providing appropriate professional development for its teaching staff, with all of the tutoring group either having attained or in the process of attaining relevant adult teaching qualifications such as the National Certificate in Adult Literacy and Numeracy Education (NCALNE).

In relation to self-assessment capability, Mara Marketing has simple but very effective and efficient monitoring and review systems in place. These provide comprehensive information to make improvements to training resources, content and delivery methods. The whole process is well managed by the head trainer and includes regular input by the new management regime. The management team has regular weekly meetings to ensure for the new owner that the ETC management and administration systems are being embedded into Mara Marketing. The head trainer said that transferring the financial responsibilities of Mara Marketing to ETC has relieved him of a considerable burden, allowing him to concentrate more on the educational and automotive aspects of the PTE.

The evaluation team sighted a number of recent Mara Marketing management meeting minutes, internal moderation meeting minutes, quality assurance review

⁵ Mara Marketing is a current signatory to the Code of Practice, although at the time of the EER they did not have any international learners enrolled.

reports, and a number of learner and stakeholder evaluation feedback forms. All these reports indicate that Mara Marketing invites active participation from its tutors in regularly monitoring learner achievement data and reporting back in a formal setting. The analyses of these reports – particularly moderation – are carried out with all staff present, with the head trainer ensuring accurate records are kept and action plans monitored. These activities provide sufficient evidence for the evaluation to conclude that governance and management support for the learners is highly effective.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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: Youth Guarantee

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

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

Recommendations

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

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/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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