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Report of External Evaluation and Review

Ashton Warner Nanny Academy

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 17 July 2018

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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:	Ashton Warner Nanny Academy (AWNA)
Type:	Private training establishment (PTE)
First registered:	27 November 1990
Location:	Whangaparaoa Peninsula, Auckland
Delivery site:	30 Waiora Road, Stanmore Bay
Courses currently delivered:	<ul style="list-style-type: none">• New Zealand Diploma in Early Childhood Education and Care (Level 5)• New Zealand Certificate in Early Childhood Education and Care (Level 3)• New Zealand Certificate in Early Childhood Education and Care (Level 4)• Training Scheme - Practical Caring Skills for Sole Charge Nannies and Early Childhood Educators (Level 5)• PCSTAR: Introduction to working with children
Code of Practice signatory:	No international students
Number of students:	Domestic: 55 – 42 at level 5 and 13 at level 3 All female; 17 per cent Māori, 4 per cent Pasifika, 6 per cent identified as Asian, 12 per cent identified as having a disability; most are aged between 16 and 21

Number of staff:	Two full-time and three part time
Scope of active accreditation:	http://eqa-rdca.nzqa.govt.nz/edorg/provider/accreds-view.do?providerId=56013739
Distinctive characteristics:	<p>Ashton Warner Nanny Academy is located in the former principal's house, in the grounds of Stanmore Bay School. It has been established for nearly 30 years. The primary focus is on training students to be professional nannies both in New Zealand and overseas. AWNA also provides training in early childhood education for students who want to work as educators or teachers in early childhood centres. Currently, the academy is the only provider in New Zealand specialising in training professional nannies and attracts students from around the country. Most students study at level 5.</p> <p>In response to stakeholder feedback and nanny industry demand, the academy has developed a training programme called Practical Caring Skills for Sole Charge Nannies and Early Childhood Educators (Level 5). This covers the practical caring skills needed for sole charge nannies and early childhood educators. Diploma graduates also complete this programme.</p> <p>The certificate programmes staircase to the level 5 diploma programme. The diploma programme gives graduates credits equivalent to the full first year of an early childhood teaching degree at New Zealand Tertiary College, and credit to a degree at Auckland University of Technology (AUT).</p>
Recent significant changes:	<p>Following the Targeted Review of Qualifications, AWNA gained programme approval for the following qualifications: New Zealand Diploma in Early Childhood Education and Care (Level 5), New Zealand Certificate in Early Childhood Education and Care (Level 3), and the New Zealand Certificate in Early Childhood Education and Care (Level 4).</p> <p>There have been no new enrolments in the Ashton Warner Certificate in Nanny Education or the New</p>

Zealand Certificate in Nanny Education in 2018. These programmes are being retired. The final few students who enrolled in 2017 were due to complete these qualifications by April 2018.

Student numbers have declined approximately 14 per cent since the last EER in 2014. However, AWNA has continued to maintain and develop its programmes. Financial viability reports by the Tertiary Education Commission (TEC) have remained consistently satisfactory.

The only staff change has been due to retirement. A current staff member increased her hours to meet the teaching hours requirement.

Previous quality assurance history:

NZQA moderation of Ashton Warner Certificate in Nanny Education unit standards shows that results have met requirements for the last three years. The New Zealand Certificate in Nanny Education (Level 5) assessments and samples of student work, which are moderated every year by the Nanny Education Organisation of New Zealand (NEONZ), have also met all requirements. Internal moderation, as outlined in AWNA's quality management system document, has occurred regularly.

Other:

While most teaching and learning occurs at the Stanmore Bay site, students also undertake placements at early childhood centres and private homes.

2. Scope of external evaluation and review

The focus area selected was the New Zealand Diploma in Early Childhood Education and Care (Level 5), where the majority of students are enrolled. The diploma is a one-year, full-time 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.

Prior to the EER, the lead evaluator met on site with the principal and management and placement co-ordinator to discuss the focus of the EER and changes since the previous EER in 2014. During the evaluation, the two evaluators spoke with management, staff, early childhood centre managers, an advisory committee member, current students and several recent graduates. The evaluators also reviewed a comprehensive range of the organisation's documents.

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 fraud¹*
- *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.*

¹ NZQA and the 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 both the educational performance and **Highly Confident** in the capability in self-assessment of **Ashton Warner Nanny Academy** for the following key reasons:

- Student course and qualification completion rates have been consistently high over many years. This high standard is maintained by the systematic review of learner achievement through individual learner plans which are regularly reviewed and updated by tutors and students. It is also maintained by staff meetings where individual learner progress is discussed, actions agreed, undertaken and reviewed.
- The academy has employed and retained well-qualified, experienced teachers. Staff are highly valued and supported by regular teacher observations and focused professional development opportunities. Access to resourcing is generous. Pastoral support for students and staff is comprehensive and appropriate.
- The whānau atmosphere intentionally fostered at AWWNA has created a 'learning community' that values and encourages regular and transparent communication across all stakeholders. This leads to the dynamic exchange of ideas among stakeholders and has facilitated purposeful, stakeholder-informed change.
- Governance and management are well-informed, purposeful, ethical, committed and self-critical. Examples include close involvement with the Targeted Review of Qualifications and new qualifications development, and highly effective engagement with government agencies and the early childhood sector. These relationships ensure that the organisation is well-informed and well-placed strategically to strive for excellence and to continue to improve educational outcomes.
- Compliance monitoring has led to the identification of gaps in the organisation's processes which have been corrected. Self-assessment has led to ongoing changes and improvements. Educational standards are maintained and challenged through systematic monitoring of moderation outcomes, regular programme reviews and benchmarking with similar providers.
- The organisation operates a sustainable business model closely aligned to its educational purpose. Self-assessment is deeply embedded across all areas of operation in a manner that is 'business as usual'. This exemplary practice ensures that any changes made are stakeholder-driven, well-understood, manageable and reviewed for effectiveness.

Findings²

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 and qualification completion rates are consistently high as shown in Table 1 below.

Table 1. Summarised TEC data for New Zealand Diploma in Early Childhood Education and Care (Level 5) 2014-2016 (in percentages)

	2016 PTE sector overall	2014	2015	2016
Course completion	82	90	90	94
Qualification completion	80	89	90	97
Retention	59	87	87	89

Table 2. Summarised TEC data for Māori student achievement (all levels) 2014-2016 (in percentages)

	2016 PTE sector overall	2014	2015	2016
Course completion	90	75	67	87
Qualification completion	89	50	78	87
Retention	87	73	75	80

Most performance indicators are well above the PTE sector as a whole and have stayed relatively constant over time. Student data is graphed each year, discussed at staff meetings, and any identified trends used to take actions.

Māori learner numbers were 7 per cent in 2014; 17 per cent in 2015, 19 per cent in 2016 and 17 per cent in 2017, indicating that the programme has increasingly attracted Māori students. AWNA had some concerns about Māori student achievement in 2015, when course completions for this group were 67 per cent compared with 90 per cent for the sector overall and for other learners at AWNA. This led to greater support for Māori students. The results for 2016 indicate the success of this strategy, with Māori student achievement closing to 87 per cent compared with 94 per cent overall. Support to this group of learners is ongoing.

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

AWNA's approach to Pasifika students is similar. The Pasifika representative on the advisory committee supported AWNA taking a similar approach for the small numbers of Pasifika students.

Small numbers of students study at level 3. While they mostly achieve at this level, it has been difficult to retain them, and those who transition to level 5 have struggled. To bridge the gap between level 3 and level 5 study, AWNA is introducing a new level 4 certificate from June 2018, the New Zealand Certificate in Early Childhood Education and Care (Level 4).

AWNA's benchmarking with other NEONZ (early childhood education) providers shows a similar pattern to the TEC indicators – good qualification completion rates and retention, but lower numbers progressing to further education. This is understandable with a level 5, one-year applied qualification that leads to high rates of employment.

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**.

AWNA contributes to government goals of increased numbers of children in early childhood education by producing work-ready, qualified graduates. AWNA provides a high-quality learning experience for students which meets the students' needs and those of employers.

Graduate outcomes are tracked by formal feedback from employers, nanny agencies, informal feedback from graduates, visiting nanny agencies and benchmarking with other NEONZ providers. AWNA graduates are more successful at finding employment than other graduates. For example, in 2015, 87 per cent of AWNA graduates found employment compared with 58 per cent of other NEONZ graduates. This finding was supported by employers who attested that they preferred to employ AWNA graduates as they were more work-ready than other graduates.

Most students are under 21 years of age, and for many it is their first time away from home. They stay with local families that are carefully vetted by the academy. Students gain knowledge, self-confidence and self-esteem while they undertake their programme of study. AWNA students complete supervised practicums that support local mothers and caregivers. This provides students with learning opportunities that integrate them into the community and also links the community with AWNA. Students interviewed on site during the EER were confident and

enthusiastic. They were particularly positive about the flexibility of the diploma programme and future employment opportunities.

Some graduates progress to further study, such as the AUT degree programme. They receive credit towards first-year papers of a teaching degree, determined on a case-by-case basis. One graduate noted that her level 5 qualification had prepared her well for university-level study. The support she had received at AWNA had built the confidence she needed to undertake a degree.

Discussions with AUT and New Zealand Tertiary College (NZTC) regarding the New Zealand diploma has led to substantial credit towards an early childhood education degree at AUT and up to a year off an early childhood teaching degree at NZTC. These are significant incentives for academically inclined graduates.

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**.

Learning activities and assessment tasks are aligned with the programme learning outcomes. External moderation outcomes with both NEONZ providers and NZQA have been consistent and met or exceeded requirements. Where suggestions for improvements have been made, these are actioned. Each year, 25 per cent of assessments are internally moderated. All teaching staff are involved in internal moderation and noted that it informed their practice and strengthened their confidence around the validity and reliability of assessments.

The principal observes tutors in class. The outcomes of the observations are discussed and used to inform agreed professional development opportunities and plans. Every two years an external teaching expert also observes and evaluates each tutor's teaching. Feedback from the 2017 observation by an ex-principal identified learner agency (the ability to develop independent thought in students) as an area for development. This led to a one-day training session on self-reflection by tutors in 2018. These observations of teaching practice are overwhelmingly perceived by tutors as supportive, useful and professionally stimulating.

Barriers to learning are managed without affecting quality. For example, the human development essay assessment was challenging for many students so it was altered to a number of shorter questions with a paragraph required for each. The paragraphs combined to make a coherent essay submission. The subsequent programme review (November 2017) supported maintaining this format for the new diploma.

Examples of meeting stakeholder and student needs include responding to feedback from a nanny agency leading to AWNA introducing Skype interviews as part of class activities. This initiative was to accommodate overseas interview situations, such as a London nanny agency interviewing a New Zealand student remotely. Another example is where the diploma did not include infant care skills, which are essential for sole-charge, home-based care givers and professional nannies. To meet this need, AWNA developed and had approved an additional training scheme: Practical Caring Skill for Sole Charge Nannies and Early Childhood Educators. All diploma students will complete this training scheme to graduate. Feedback from local parents was that they wanted students to provide both before and after-school care. To meet this need, AWNA adjusted class hours so students could supplement their income with paid work

Environmental and financial responsibility is always considered. Examples include adoption of energy efficient lighting and the purchase of a small car to reduce petrol consumption. Recycling is part of a nanny's role. Students recycle at the academy and are assessed on their participation in routine classroom management duties.

The wide range of work placements is a strength of AWNA training. For the diploma these are: two weeks at an early childhood centre or school, plus three two-week practicums with different families. The families are chosen to cover infants, twins, older children, families with limited resources, special needs and professional families. AWNA has ensured that this flexibility and options for practicums are in the new diploma.

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**.

Student support is included in the mission statement: 'to deliver the highest quality education and training in a particularly caring and supportive way'. Student numbers are small. Tutors know students work personally and can identify problems quickly. The achievement detailed in 1.1 shows that the academy has a higher rate of student retention than most other providers, an outcome of the supportive family environment and the consistency of staffing over many years. Student ratings for the survey question 'respects and welcomes every culture with whānau family type atmosphere' have been consistently at the highest rating.

Students are placed in small whānau groups of four to five to foster academic and social links. The whānau groups are reviewed by the principal on an ongoing basis to make sure they are meeting student needs. Students interviewed said that the whānau groups were very useful as many students identified as a bit scared and/or

shy, particularly at the beginning of the course. They enjoyed developing their own tikanga/ground rules to facilitate their learning. This is an effective way to assist students to understand the factors that affect their learning and to take more responsibility for their learning. Group outings in the first month are used to foster positive relationships and include 'trust' activities.

Learning needs are assessed at the start of the course. Tutors are advised of the results and provide lots of opportunities for students to practise their identified needs, such as phone skills and speaking in class. Reader/writers are supplied where appropriate. The principal meets each student at least twice and usually three times per course. She discusses student progress, learning goals, personal and career goals and develops individual action plans. Current students said they would happily approach any member of staff with a problem. Graduates contacted by the evaluators said they had ongoing contact with staff post-graduation to discuss a range of issues, indicative of the authenticity and breadth of the whānau support offered.

Students who identify disabilities, such as dyslexia or anxiety, are offered extra support. The increased incidence of anxiety and depression among students led to the academy organising staff training with a clinical psychologist. The tutors found this informative, practical and useful in their interactions with students.

On the advice of the advisory committee, online literacy testing was discontinued for 2018 as formal testing was not in line with the mission to provide a supportive and caring atmosphere where students can achieve. Embedding of literacy into class modules continues. This has led to greater confidence for these students. An internal key performance indicator of points gained is used to measure progress. In 2016 students gained 57 points on average, meeting this key performance indicator well.

The PTE responded to student feedback about slow Wi-Fi by upgrading the system. Another innovation was a part-time enhancement course for level 3 graduates who wanted to upgrade to level 5. Three students who have completed this course over the last two years have been successful at level 5.

All staff model the high professional standards exhibited by the owners, including great respect in all interactions with students. The evaluators heard many examples of timely intervention with students to support their academic progress. Notably, these interventions sought family opinion on the best ways to assist the learner.

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**.

AWNA balances and manages continuity and change very effectively. The Targeted Review of Qualifications has required re-evaluation of AWNA's goals and mission, stakeholder consultation on the appropriateness of the new qualifications, developing programmes with stakeholder input, gaining NZQA programme approval, and finally implementing the transition. The new diploma and level 3 programmes started in January 2018. Some students are completing the old qualifications, finishing in April 2018. New programme implementation is a standing item at staff meetings to ensure ongoing close scrutiny of educational achievement during the transition from old to new qualifications.

Recent development of three new programmes led to a rewrite of the policy for developing programmes. This included input from the advisory committee. Following a number of high-profile media cases in 2013, AWNA revised and upgraded its policies and principles on the authenticity of assessed work. Both examples indicate the thorough and proactive approach consistently taken by AWNA.

Reporting plagiarism is part of each tutor's report presented at the annual course review. Any concerns unable to be resolved between tutors and students go to the principal and are addressed. For example, an instance of plagiarism led to a formal warning by the principal and the student repeating a case study visit.

AWNA internal processes require a number of actions to be initiated each year. This was exceeded in 2017. Many changes are small, but in total lead to significant improvements. Examples include a new assessment schedule as an outcome of student feedback, and the change from a tourist-type marae visit to visiting the local marae as students wanted a more authentic cultural experience.

A Climate Survey (completed by staff and advisory committee) on strategy, leadership, change management, motivation and equity is used to inform the manager and the principal's development plan. One suggestion from the survey that was actioned was a staff suggestion to streamline procedures for the formal warning system for students.

Staff are formally appraised every four months and have an annual professional development plan agreed each year. Staff are actively involved in decision-making through formal meetings and informally as required. Resources are provided readily and promptly. For example, an air conditioner unit was bought in 2015 to cool the classroom in hot weather. Staff are rewarded by an annual bonus and social activities.

Students rate teacher effectiveness mid-way through the course. The feedback is consistently positive about the quality of the teaching and the learning resources.

The principal is a qualified careers adviser. She uses her strong relationships with nanny employers in New Zealand and overseas to assist students to gain work. In one-to-one meetings with students, she discusses further study and career opportunities. Students often change their goals after a practicum, preferring early childhood centre work rather than nannying or vice versa. This flexibility is a feature of study at AWNA. High rates of graduate employment (in 2017, 78 per cent of level 3 graduates and 87 per cent of level 5 graduates went on to further study or employment) attest to the effectiveness of this flexibility and the expertise offered by the principal to individual students.

The industry is highly satisfied with the new level 5 diploma as it enables progression to the early childhood teaching degree, thereby advancing the status of the sector. The level 4 early childhood education qualification meets requirements for working with children up to five years in their homes. It is the preferred minimum qualification for government-subsidised home-based care, so is very useful for students and industry.

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**.

Internal self-assessment is completed every six months. This assures AWNA that they are complying with all legal and ethical requirements and informs the chief executive's sign-off on the annual NZQA Compliance Declaration, always submitted on time. Fee protection audits, financial reports, investment plans, Single Data Returns are always lodged before deadlines.

Internal review identified in August 2017 that results were being reported to NZQA four times a year, not the required five times. AWNA addressed this by including a May reporting date in the academy monthly business diary.

The November 2017 TEC audit report did not identify any issues and therefore no recommendations for change. All programme approval applications to NZQA have met the required standard the first time. This is significant as many providers have to reapply to meet the stringent NZQA approvals criteria. The TEC report and NZQA approval of applications indicate the depth of understanding, thoroughness and professionalism of AWNA management.

Every six months AWNA meets the advisory committee comprising local iwi and Pasifika representatives, nanny employment agencies, early childhood centres,

students and practicum families. The outcomes from these meetings are recorded and any actions closely tracked. Processes for incorporating these various strands of feedback were clear and evident across the range of documentation reviewed by the evaluators on site. Outstanding actions are reviewed to confirm completion or are rescheduled if required.

Focus Areas

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

2.1 Focus area: New Zealand Diploma in Early Childhood Education and Care (Level 5)

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

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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