



Report of External Evaluation and Review

TAFE College (NZ) Limited
trading as TAFE College New Zealand

Confident in educational performance

Confident in capability in self-assessment

Date of report: 16 January 2014

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review.....	4
3. Conduct of external evaluation and review.....	5
Summary of Results	6
Findings	8
Recommendations	14
Appendix	15

MoE Number: 8677

NZQA Reference: C11907

Date of EER visit: 1 and 2 August 2013

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: TAFE College (NZ) Limited trading as TAFE College New Zealand

Type: Private training establishment (PTE)

Location: 41 Gillies Ave, Newmarket, Auckland

Delivery sites: 41 Gillies Ave, Auckland, and 4 John Street, Whangarei

First registered: 20 July 1992

Programmes currently delivered:

- National Certificate in Business Administration (Levels 2 and 3)
- National Certificate in Real Estate (Salesperson) (Level 4)

Code of Practice signatory: No

Number of students: Domestic: 83

There are approximately 14 students studying at the Whangarei campus at any one time, of whom approximately 50 per cent are Māori and 50 per cent non-Māori.

International: NA

Number of staff: Five full-time equivalents

Scope of active accreditation: TAFE has approval to deliver a range of courses including General English, English for Computer

	Users, Business and Academic English, and a Certificate in Computer Skills (Levels 2 and 3). In addition, TAFE is accredited to deliver the TAFE Certificate in Office Administration and the two programmes currently being delivered.
Distinctive characteristics:	The Whangarei campus only offers Tertiary Education Commission (TEC) Foundation-Focused Training Opportunities (FFTO) funded courses, which are delivered on site. Most learners have been referred by Work and Income New Zealand (WINZ), and some from Workbridge. The real estate programme is delivered from the Newmarket campus and is a distance learning programme. TAFE also offers verified and non-verified training to real estate agents. TAFE is an approved provider of verified training as developed by the Real Estate Agents Authority.
Recent significant changes:	TAFE's chief operations manager passed away shortly before the external evaluation and review (EER). TAFE elected to continue with the EER despite the loss of their long-time colleague.
Previous quality assurance history:	TAFE had an EER in October 2009, and at that time NZQA was Confident in the educational performance and Confident in the capability in self-assessment of TAFE.

2. Scope of external evaluation and review

The scope for the EER includes the mandatory focus area of governance, management and strategy. To represent the different training offered at TAFE's two campuses, both programmes were chosen as focus areas. They are:

- National Certificate in Business Administration (Levels 2 and 3)
- National Certificate in Real Estate (Salesperson) (Level 4)

The National Certificate in Business Administration is offered to WINZ-referred learners and is FFTO funded. Currently, TAFE has funding for 14 EFTS (equivalent full-time students). Learners are aiming to increase their skills to support their transition into employment. Work experience is a component of the programme. The National Certificate in Real Estate (Salesperson) is the minimum qualification required for all who want to become licensed as a real estate agent. This programme is a distance learning programme supported by print or CD-based resources.

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.

Before the evaluation visit, TAFE supplied the evaluation team with two self-assessment documents which outlined tertiary evaluation indicators, enquiry questions, evidence, analysis and interpretation, judgements and relevant recommendations. Two evaluators visited TAFE, spending one day at the Whangarei campus and one day at the campus in Newmarket, Auckland. The evaluation team interviewed the director, the tutors, students and some key external stakeholders. A range of documents was reviewed including tutor and course evaluations, meeting minutes, employer surveys, student files, individual learning plans, self-review documents and student achievement data.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **TAFE College (NZ) Limited trading as TAFE College New Zealand.**

There is good evidence that TAFE understands and is matching the needs of the learners and other stakeholders, and consequently the two distinct cohorts are achieving well and gaining valued outcomes, as shown in Table 1.

Table 1. Foundation-Focused Training Opportunities (FFTO) programme results				
	Occupancy	Positive Labour Market Outcomes (LMO)	Average credits per learner	Either achieved a qualification and/or positive LMO
2009	89%	84%	31.72	91%
2010	91%	66%	37.26	84%
2011	89%	70%	47.03	82%

The Whangarei FFTO programme consistently exceeded TEC targets for credit achievement and positive labour market outcomes. Systematically collected employer and learner feedback attest to the programme teaching useful employment skills and giving learners the support and confidence to return to the workplace. Work experience is a central component of the programme and provides valuable applied practice.

The Auckland-based distance learning National Certificate in Real Estate has an 83 per cent achievement rate, and this compares very well with another distance learning provider delivering the same programme. Of those that achieve the qualification, 82 per cent go on to apply for the licence to become a registered real estate agent. The director and programme tutor are well connected with industry and regularly review the content and delivery for relevance and currency.

While informal links are evident, the organisation does not systematically track graduates, and there is little evidence of benchmarking achievement, particularly in the real estate programme, which makes it difficult to gain a full comparative understanding of performance. However, there is sufficient evidence for the evaluation team to determine that this is an organisation with strong processes for ensuring many of the most important needs of learners are met ensuring they achieve their educational goals.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **TAFE College (NZ) Limited trading as TAFE College New Zealand.**

TAFE has systematic, ongoing engagement with industry which is used to ensure programmes are relevant. For example, in Whangarei a survey of employers led to the decision to move from a programme focused on computing to one with more general business administration skills. In Auckland a significant link to industry practice is created between TAFE, the graduates and the wider real estate industry by the verifiable and non-verifiable training offered to industry. TAFE's content and delivery is shaped by current industry realities and practices, and its relationship with the Real Estate Agents' Authority. Regular engagement with the authority and Skills Industry Training Organisation ensures that the programme being delivered is meeting industry standards.

There are good processes in place to determine that learner needs are being met, with both formal and informal mechanisms being used. In Whangarei, learner needs and goals are assessed on entry and reviewed throughout the programme. For example, as well as an open-door policy, there is a monthly student forum and regular course evaluations.

Across the organisation, learner achievement and feedback from students and other key stakeholders is regularly reviewed in staff and management meetings, although this could be strengthened by more in-depth analysis. There was good evidence, on both campuses, that there are processes in place to review programme delivery and teaching practice, and improvements to these are ongoing and being monitored for effectiveness. The embedding of Pathways Awarua into the programme in Whangarei, and the development of a YouTube video demonstrating the Capstone Assessment, are two initiatives that are being monitored for effectiveness.

TAFE is a small organisation with a small group of staff, and the evaluation team is confident that the organisation has a good understanding of how well it is performing.

Findings¹

1.1 How well do learners achieve?

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

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

Learners at TAFE achieve well. For the National Certificate in Real Estate, the qualification achievement rate for 2012 was 83 per cent. This compares very well with another distance provider offering the same programme, and is above the PTE sector average of 75 per cent of learners completing all qualifications at level 4. The knowledge and skills achieved in this programme are a prerequisite to applying for registration as an agent.

The FFTO programme has exceeded TEC targets for credit achievement, with over 80 per cent achieving 25 credits or more. For 2010-2012, the average credits per learner have ranged between 37 and 47. It is also notable that 67 per cent of learners achieve the business administration qualification. This is significant given that many of the learners have a low level of educational achievement when they enter the programme.

Learners spoken to by the evaluation team attested to the useful knowledge and employment skills they were gaining through the programme, and this was confirmed through learner course evaluations and employer feedback. While learners and tutors are confident gains are being made, only a small number of learners are making statistical gains as measured by the TEC Literacy and Numeracy for Adults Assessment Tool. In response, the organisation has put in place a new initiative to schedule regular learner time with the Pathways Awarua programme.²

While the organisation has a good understanding of the achievements of its learners, and compares them over time, there is little evidence of benchmarking against other providers or against national averages.

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

² This is a fully online learning programme in adult literacy and numeracy developed by the TEC.

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 **Adequate**.

A significant feature of TAFE is how well the organisation is connected with its different communities. In Whangarei, TAFE has strong links with employers, WINZ offices and other tertiary providers. In Newmarket, the owner and tutor are well connected with the real estate industry. These connections ensure that the organisation has a good understanding of which achievements and outcomes are valued. This strength could be bolstered by a better understanding of how well TAFE graduates do once they are in the workforce.

A measure of value includes meeting the TEC labour market outcomes, and TAFE has met its targets over a number of years. The organisation's internal measure of valued outcomes involves monitoring all those who either gain a qualification and/or go on to employment or further education or training. Over a number of years, this has remained steady at about 85 per cent. Given that most of the learners who enter the programme are considered to be at high risk of long-term unemployment, this is a good result. One hundred per cent of the learners surveyed by TAFE Whangarei said they would recommend TAFE. This is a strong indicator that they valued their time with the provider.

The value for those studying the National Certificate in Real Estate is that they will be meeting the requirements to gain a licence as a real estate agent. The organisation tracks graduates and 82 per cent go on to apply for a licence. The graduates spoken to by the evaluation team felt the programme was valuable in providing them with the knowledge and skills required for their work, although this view was unable to be corroborated by evidence from other graduate or employer feedback, as TAFE is not systematically collecting this data.

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

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

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

As noted above, the organisation is well connected and these connections mean that the programmes and activities match the needs of learners well. It is clear that employer and industry feedback is utilised to inform programme developments. A recent initiative to develop a non-verified training package on building materials is in direct response to market need. By providing the programme at a distance, learners from all over the country can study, and can combine study with work.

In Whangarei there are good processes in place to understand individual learners' needs. The programme is self-paced and tailored to the individual, with tutors acting in a facilitation or coaching role. The work experience component is essential to learners gaining confidence to return to the workforce. It was notable that while approximately half of the learners are Māori, there was not a good understanding on the part of the organisation about how the programme can better match the needs of these learners.

As previously noted, the organisation has strong mechanisms for engaging with key stakeholders, including employers and learners, and this information is continuously reviewed for programme improvement purposes.

1.4 How effective is the teaching?

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

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

TAFE has a small, dedicated team of staff with the relevant skills and experience to deliver the programmes well. On both campuses, the evaluation team saw evidence of internal and external moderation processes being followed to ensure the quality of assessments is maintained to meet national standards. Feedback on assessments is given in a timely way and is useful to support students to know how to improve. For the FFTO students, formative assessment is integrated into the programme to ensure readiness when the summative assessment is attempted.

The learning environment at the Whangarei campus is designed to reflect industry expectations, and a dress standard and attendance protocol are maintained to help learners transition into work experience and employment. Learners work with a designated staff member to identify and apply for jobs. Current labour market requirements and learner strengths are both being constantly evaluated by staff to enhance the learning and the programme outcomes.

An initiative for the real estate certificate is a video produced and made accessible via YouTube, which gives learners a good understanding of what to expect for their pivotal final assessment. This assessment is a role-play which gives learners the opportunity to apply and demonstrate their knowledge and understanding. Learners find the video to be an excellent resource for helping them to prepare for the assessment and to understand the line of questioning and format of the role-play.

On both campuses there is a heavy reliance on provider-developed workbooks to deliver content. While there are good processes in place to review these workbooks to ensure their currency, accuracy and relevance, the evaluation team noted that they lacked a range of strategies to engage the learner with the text.

The organisation supports its staff to develop, with tutors gaining further qualifications and participating in ongoing professional development. Professional

development opportunities are linked to performance management, with appraisals being supported by a range of evidence.

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 **Good**.

Learners at both campuses are well guided and supported. Information and advice offered is appropriate to the learner being enrolled. In Whangarei there is a systematic process of meeting with learners, setting goals and undertaking an initial assessment followed by a literacy and numeracy assessment, which enables the organisation to understand the support and guidance that is required for each individual. Because TAFE is a small campus, the tutors and students relate well to each other and communication is ongoing. It was also notable that on the Whangarei campus, effective support was provided to enable students with disabilities to effectively engage with the learning. The course evaluations ask about the effectiveness of guidance and support, and the feedback is positive. Guidance and support for a distance programme is necessarily different to that required for classroom-based learning. Students have the option of phoning during business hours for academic or any other support they require with their programme. For those who can make the trip to the Newmarket campus, one-to-one tutorials are available. Those who call to enquire about the programme are given comprehensive advice, by phone and through the information pack that is mailed to them. Students were unanimous in their approval of the pre-entry information and advice provided.

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

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

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

TAFE had recently tragically lost a key staff member, so this EER was conducted during a transitional time. Consequently, some systems were not operating as effectively as they might otherwise have been. Despite some gaps, the organisation was largely coping with the impact of the loss, and the students commented on how well their programme continued to operate through the difficult time.

TAFE has a small team of staff, so quality processes are at times very relational. However, there are good processes to ensure TAFE meets regulatory requirements. Programmes and activities are continuously being reviewed and

improvements being made. While this is ongoing, it was not clear that opportunities have been created to take a wider view of the programme or organisation as a whole, to bring together all the factors that have an impact on successful operation.

Staff are valued, and this was indicated first by the investment in training and development, and secondly by the number of staff who have left the organisation but have returned to work there. Staff are involved in decision-making and feel that their suggestions for improvement are carefully considered. A recent upgrade of the software and computers at the Whangarei campus is an example of a significant investment in student learning and achievement, prompted by a request from staff.

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 **Good**.

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

2.2 Focus area: National Certificate in Real Estate (Salesperson) (Level 4)

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

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

2.3 Focus area: National Certificate in Business Administration (Levels 2 and 3)

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

NZQA recommends that:

- TAFE seek feedback from graduates and employers on how well the training meets their needs.
- TAFE consider building in a formal process of annual review and planning.

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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