



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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External Evaluation and Review Report

Feats Ltd

Date of report: 20 August 2019

About Feats Ltd

Feats delivers foundation-level training to second-chance youth and adult students, supporting them to learn and move forward in their lives into work and further education.

Type of organisation:	Private training establishment (PTE)
Location:	C Block, WITT, 20 Bell Street, New Plymouth
Code of Practice signatory:	No
Number of students:	Domestic: 62 (31 equivalent full-time students) Māori 30 (48 per cent of the total), Pasifika three (5 per cent)
Number of staff:	Nine full-time equivalents
TEO profile:	NZQA - Feats Ltd
Last EER outcome:	NZQA was Confident in the educational performance and Confident in the capability in self-assessment of Feats at the previous external evaluation and review (EER) in 2015.
Scope of evaluation:	Vocational Pathway (National Certificate of Educational Achievement Levels 1 and 2)
MoE number:	8692
NZQA reference:	C34927
Dates of EER visit:	20 and 21 June 2019

Summary of Results

Feats meets the important and complex needs of many students and its key stakeholders. A clear kaupapa, capable team, responsive programmes, well-honed processes and reflective culture support a high level of performance.

Highly Confident in educational performance

- Feats has enabled many students to significantly improve their wellbeing and move forward in their lives into relevant destinations. The educational achievement is high for students with complex needs. Over half gained a qualification in the period 2016-2018, which meets contracted commitments.
- The approved programme matches well the needs of most students. It offers a self-paced and supportive learning environment. The new rugby academy option has engaged and retained Māori students who are benefiting. Assessment and moderation practice is robust.

Highly Confident in capability in self-assessment

- The facilitators and other team members enable students to participate, learn and develop. Governance and management are able and responsive to an often changeable operating environment.
- Authentic reflection is embedded in the culture at Feats. All key activity is reviewed in the light of data collected and its core kaupapa. Thoughtful decisions are made to support individual students to move forward, develop new programmes, and transfer delivery to different delivery sites.
- Feats has been effective in systematically managing its key regulatory requirements.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The second-chance youth learners at Feats have poor educational histories and typically high and complex needs. Despite these challenges, over half² have gained NCEA.³ The downward trend in completions for 2018 is due to the increasing pastoral needs of those enrolling. However, both the course and qualification completion rates have (with one minor exception) exceeded contracted commitments with the Tertiary Education Commission (TEC) for 2016-2018. The completion rates of the significant number of Māori students were below non-Māori and non-Pasifika, but the gap closed in 2018. The very small number of Pasifika students completed at a higher rate.</p> <p>Most students learn practical, foundation-level knowledge and skills; the Māori and Pasifika Rugby Academy students acquire a range of sports-related capabilities. The students clearly value what they learn. For this context, Feats has enabled students to achieve very strong educational results, particularly compared with their past record.</p> <p>Each student has an individual learning plan and goals. The class facilitator and management systematically monitor progress and report to the governance group. There is a rich understanding of achievement that is well used to support students to achieve and enable the PTE to meet its contracted objectives. Sound assessment and moderation practices and results underpin the achievement results.</p>
Conclusion:	Educational achievement is high for students who face multiple challenges. The PTE has a detailed understanding of achievement that is effectively reviewed and used to support the students to succeed.

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 See Appendix 1 for details of the completion rates.

³ National Certificate of Educational Achievement

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Feats has a clear purpose to enable its youth and adult students to learn, grow and move forward in their lives. The PTE has successfully enabled over half of its at-risk students to stay engaged in learning for 2016-2018, a critical outcome for these teenagers.⁴ Through their participation, many have enhanced their wellbeing and grown as people, moving away from the at-risk behaviours exhibited upon enrolment. The Māori and Pasifika Rugby Academy students are healthier and positively contributing to their sports team. Whānau/families, local iwi and community representatives value these outcomes highly. Many students confirm that they feel better about themselves. The destinational outcome for each student varies, depending on their situation and goals. The PTE closely tracks its graduates back to school, into further education, paid work and, equally importantly, also tracks the referrals to appropriate mental health agencies or into better living situations.</p> <p>Feats reports its activities and outcomes to its key stakeholders including the board, schools, the rugby association and government agencies. The stakeholder representatives rate highly the PTE's contribution to the marginalised youth of Taranaki. Feats has an in-depth understanding of its students and stakeholders, and works closely with them to ensure needs are well met.</p> <p>Feats also has a Training for Work contract with the Ministry of Social Development. Over 60 per cent of the clients moved into either full-time paid work or further training over the period 2015-2018. These are strong outcomes, meeting the funder's expectations. Occasionally these expectations are not fully met, as Feats responds to the individual needs of each client.</p>
Conclusion:	Outcomes of high value are being created for many students; key stakeholders support this conclusion. The PTE monitors its activities to maintain and enhance the outcomes it produces.

⁴ As noted, over half have gained a qualification.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Feats has established and active relationships with a wide range of stakeholders which enables them to offer programmes that match well the needs of students who have had little educational success. For example, its partnership with the local rugby association and iwi led to the Māori and Pasifika Rugby Academy programme with its mix of foundation and sports-related education. This initiative has successfully attracted and retained young Māori and Pasifika not engaged in mainstream education. The Vocational Pathways level 2 programme offers individualised and self-paced learning that the students value.</p> <p>There was clear evidence that student needs are well identified when they apply, with personal goals developed and monitored. Student feedback (using a more robust approach) confirms that the programme content is seen as highly 'useful for their future'.</p> <p>Feats has an ongoing and reflective approach to reviewing its delivery. Programmes are annually reviewed and changes are made to delivery. For example, embedding literacy and numeracy has been a key priority. The PTE has recently purchased laptops and smartphones to support digital literacy. Programmes have been moved to different delivery sites in response to changing student demand. Feats has a systematic moderation practice; external moderation results have nearly all supported assessor judgments. The PTE is currently developing a level 1 Foundation Skills programme to better match the needs of less capable students.</p>
Conclusion:	Programme design and delivery match well the needs of most students and other key stakeholders. A robust self-assessment approach has led to programme improvements as well as new programmes to better match the needs of youth students.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Feats has a clear pastoral kaupapa that effectively supports the typically marginalised students to achieve their educational and life goals. Over time, the PTE has developed robust systems to identify and monitor the needs of the students. The PTE has engaged staff who care and are familiar with the students' life situations, and the students highly value these attributes. The students appreciate the inclusive, supportive and low-stress environment Feats creates. Supporting these students to stay engaged and move forward is a complex and demanding daily responsibility. The organisation and staff do what can be reasonably expected, and often more. Feats recognises that a successful referral to a mental health agency or support to move out of the district can be a valued outcome, when the student's wellbeing has been protected or improved. Feats partners closely with other key stakeholders to meet the needs of its students.</p> <p>The Feats team, including primary and secondary trained teachers with educational expertise, effectively facilitate students' engagement in their learning. Some staff are less educationally experienced and qualified. Feats is actively addressing this gap with professional support and development to build up the capability of all the educators.</p> <p>High quality monitoring information is used to track the students' educational progress and wellbeing daily and more formally each month. The introduction of an online platform has enabled more effective remote monitoring of student welfare and the pastoral care being provided.</p>
Conclusion:	Feats is highly effective at supporting many students to stay engaged and achieve their educational and life goals. Feats actively reviews students' educational progress and wellbeing and makes changes as required.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Feats has a clear and established purpose, which is better described as a vocation.⁵ It has a capable and active governance board providing strategic direction and robust overview in an often changeable and financially constrained operating environment. The thoughtful, evidence-based, values-informed decision-making of the PTE was well illustrated in developing the rugby academy programme and temporarily moving some delivery to the Hāwera site.</p> <p>The management team exhibits social entrepreneurship, strong people leadership and educational expertise, all required to be effective with the challenging work Feats undertakes. Stakeholders respect the organisation’s capability and the important role it plays. It has been already noted that Feats invests in improving its people and educational resources and developing new programmes to better meet the needs of its staff, students and rohe. There is also a strong office team.</p> <p>Feats has a reflective culture which is embedded into everyday practice and is visible across the organisation. Review of performance is authentic, identifying and directly addressing issues that emerge. There are regular and detailed reports to and from the board. Monthly facilitator meetings monitor the progress of each student. New initiatives are introduced in the light of the core purpose and the likely impacts.</p>
Conclusion:	Feats is well led, enabling the organisation to meet the important and complex needs of its students and stakeholders. A values-based, evidence-informed reflective culture actively reviews performance and has supported a range of improvements.

⁵ Refer to 1.2

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Feats has a formal management system that supports consistency and compliance. There was evidence of operational procedures being implemented, reviewed and periodically updated. The PTE uses a range of procedures and methods to stay current with evolving regulatory requirements. Some of key areas of compliance for Feats include the following actions:</p> <ul style="list-style-type: none"> • The PTE reviews the eligibility of applicants, has schedules to ensure approved programme hours are delivered, and actively monitors the attendance of its students. • The PTE has engaged appropriately qualified and experienced staff and supports them to build their capability. • There are sound and effective assessment and moderation procedures. • The PTE has active health and safety procedures, including those required for working with young people. • NZQA attestations are completed in a timely fashion. <p>The recent TEC audit found that, 'Overall, systems, policies and procedures are effective and meet legislative and investment plan requirements'. One practice, while compliant, needed improvement: staff complete a withdrawal form when students exit, but this practice had not been reflected in the operations manual.</p> <p>Feats' leadership says the organisation has not faced any significant legal or ethical issues, and no concerns were identified.</p>
Conclusion:	Feats has been effective over time in systematically managing its key regulatory requirements. The PTE actively reviews its requirements, staying current and updating its procedures.

Focus Areas

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

2.1 Focus area: Vocational Pathway (NCEA Level 1 and 2)

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Feats:

- Continue to explore effective ways to build the capability of its facilitators with ongoing professional development in adult teaching and learning practices.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix 1

Table 1. Course completion rates 2016-2018 and TEC commitments for level 1 and 2 qualifications (TEC commitments in brackets)

Year	2016%	2017%	2018%
All students	60 (57)	63 (58)	56 (58)
Māori	52	58	54
Pasifika	59	71	73
Non-Māori & non-Pasifika	69	65	55

Source: TEC data

Table 2. Qualification completion rates 2016-2018 and TEC commitments for level 1 and 2 qualifications (TEC commitments in brackets)

Year	2016%	2017%	2018%
All students	64 (55)	60 (40)	54 (45)
Māori	59	31	38
Pasifika	33	50	58
Non-Māori & non-Pasifika	52	49	31

Source: TEC data

Appendix 2

Conduct of external evaluation and review

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

Disclaimer

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

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

- *Identify organisational fraud⁶*
- *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.*

⁶ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

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

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz