



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Feats Ltd

Date of report: 28 November 2023

About Feats Ltd

Feats is a small private training provider in Taranaki that delivers foundation-level training and pastoral support to young people who are no longer engaged in school.

Type of organisation: Private training establishment (PTE)

Location: 65 Juliet Street, Stratford

C-Block, WITT, 20 Bell Street, New Plymouth

Eligible to enrol intl students: No

Number of students: Domestic student enrolments: Youth Guarantee programmes

	2019	2020	2021	2022
No. students	61	45	40	39
Māori %	41%	41%	47%	42%
Pasifika %	7%	-	65%	3%
Disability %	-	-	-	-

As at March 2023, 22 students were enrolled at Feats; 15 identified as Māori and one identified as Pasifika. The PTE requests information from students in relation to disabilities impacting on their learning. However what information they do hold is not collated and reported currently.

International: not applicable

Number of staff: 11 full-time equivalents

TEO profile: [Feats Ltd](#)

Last EER outcome: Highly Confident in educational performance

Highly Confident capability in self-assessment

Scope of evaluation: New Zealand Certificate in Foundation Skills (Level 1)

MoE number: 8692
NZQA reference: C53366
Dates of virtual EER visit: 29 and 30 June 2023

Summary of results

*Feats Ltd is meeting the needs of young people disengaged from schooling.
Governance and management are actively supporting educational performance.
Self-assessment activities are informing improvements.*

Highly Confident in educational performance

- Feats is a well-established training provider which has continued to provide quality learning experiences for young people who have struggled to engage with the education system. Covid-19 restrictions had an impact on student engagement, participation and achievement in 2019 and 2020. However, Feats has successfully improved its performance since 2021 and is meeting contractual requirements.

Highly Confident in capability in self-assessment

- Learners are gaining qualifications. More importantly, Feats is transforming the lives of young people by strengthening their confidence and outlook on life. Learners gain valuable employability skills including communication, time management, stress management, personal responsibility and resilience.
- Experienced facilitators deliver the programmes. They draw on the strengths of each learner to design learning activities that are relevant, engaging and also build the learners' confidence and competencies.
- The new owners of the PTE, Te Kāhui Ngāti Maru, have added value to an already strong PTE through the investment of additional resources and staffing, including a vision to move Feats towards becoming a Kaupapa Māori PTE for the region.
- The programme management team effectively monitor and support learner achievement. They have regular professional discussions and undertake data analysis (including of stakeholder and learner feedback). The results are used to inform improvements.
- Current governance brings an intergenerational lens to planning that is strongly linked to communities,

embedded in iwi values, and informed by iwi-centred knowledge. Their expertise and experience will ensure the kaupapa of Feats is sustained for future generations of learners.

Key evaluation question findings¹

1.1 How well do students achieve?

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Learners gain a range of foundation skills and knowledge that prepare them for further study and/or entry-level work. These skills include confidence, patience, self-management, communication skills, problem-solving, personal responsibility, stress and time management. Learners are also encouraged to engage others in class with respect and patience.</p> <p>Learner achievement has fluctuated since 2019 with the disruption caused by Covid-19 restrictions impacting on learner participation and engagement. By 2021, however, Feats had returned to a high level of educational performance for all its priority learners (on average 91 per cent course completions, which exceeded targets). This achievement is a testament to the pastoral support provided to all learners, the small class sizes, an engaging programme of learning, and quality facilitation. Sound assessment and moderation practices verify these achievement rates.</p> <p>Between 2019 and 2022, 44 learners achieved the level 1 Foundation Skills programme, and 26 achieved NCEA level 1. Twenty-one of these students progressed to the level 2 Foundation Skills programme. Some graduates went on to further study with another tertiary education provider. This is a positive contribution to supporting rangatahi at risk of not achieving any educational qualifications. Feats' data also shows some graduates went into work.</p> <p>The value of outcomes for stakeholders is evident through feedback from students and graduates of the level 1 programme, as well as from parents and schools. Feats is providing a valuable service for rangatahi in their communities who are estranged from school and who would otherwise have</p>

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

	<p>limited opportunities to complete level 1 and level 2 qualifications.</p> <p>Feats has a good understanding of student achievement which is tracked, monitored and reviewed regularly to inform improvements.</p>
Conclusion:	Learners achieve well, with positive achievement rates for all learners that exceed targets in recent years. Feats tracks progress and priority learner outcomes. Stakeholders and the community value the outcomes learners achieve.

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 programmes are foundational and focus on building life skills and work readiness. These key skills are seen as essential for young people.</p> <p>Learning environments are structured around individual student needs. Group discussion, outdoor experiences and engaging tools (videos, gym time) enhance the relevance of the learning experience. Trained and experienced teaching staff are called facilitators. They draw on the lives, experiences, culture and knowledge of the students to support their learning, which reflects Feats' learner-led and relational pedagogy. Removing barriers for learners experiencing physical disabilities (mainly sight and hearing) and/or learning disorders is standard practice for Feats. Disability is not considered a challenge but rather an opportunity to create an inclusive and engaging learning experience.</p> <p>An external person is engaged to moderate assessment. Facilitators use the feedback to discuss their practice and make changes to assessment tasks. Moderation results validate assessment as being fair, valid, consistent and appropriate.</p> <p>Facilitators meet regularly with the management team to review the needs of the learners and teaching practice.</p> <p>Learner feedback systems are both formal and informal to ensure that young people in particular feel confident to express</p>

	their views constructively and use their voice to create change that matters to them.
Conclusion:	The learning environment, programme and delivery are conducive to supporting young people's achievement at their own pace and drawing on their skills and knowledge.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Feats provides an inclusive and supportive learning environment for young rangatahi. Boundaries and expectations are clear; learners are provided with the resources they need to achieve success; and the learning is engaging and learner-centred. Teaching staff are experienced, helpful, fair and committed facilitators of learning. They are well resourced and supported despite Feats being a small provider with facilitators located in different parts of the region.</p> <p>Literacy and numeracy is embedded into the teaching and learning programme. Feats also encourages students to use Pathways Awarua to further advance their literacy and numeracy skills.</p> <p>The PTE embeds a range of skills and learning strategies into the delivery of the programme: tuakana/teina; collaborative work; listening and respecting different points of view; engaging without judgement; making assumptions explicit. These skills aim to ensure that all learners feel safe enough to be involved and engaged in their learn.</p> <p>Pastoral support has increased this year with a new full-time pastoral support person enabled through Ngāti Maru. This position will relieve the programme management team and teaching staff of the responsibility to follow up attendance; to support students who may be struggling to engage constructively in class; and to support learners who may need more specialised social and health assistance.</p>
Conclusion:	Feats provides appropriate and effective support to all learners. The programme of learning is well structured and learner-led.

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 renewed and expanded organisational purpose through the new owners, Te Kāhui Ngāti Maru, an iwi entity that purchased the trust in November 2021.</p> <p>Te Kahui Ngāti Maru brings a depth of history and wealth of resources (relationships, language, culture, identity) which are already contributing greatly to the PTE. Since taking ownership of the PTE, Te Kāhui Ngāti Maru has retained existing staff to reduce disruptions to learners and to ensure systems and processes are maintained. However, they have also invested in more teaching and learning resources and provided additional staff to assist with relationship management and pastoral support.</p> <p>A cultural advisor is also being engaged to provide cultural support to staff and to advise on how Ngāti Maru-specific knowledge can be embedded throughout the learning programmes. These are all valued additions that will strengthen Feats towards its aspiration to become a Kaupapa Māori PTE for the region.</p> <p>Governance brings a range of skills and depth of experience. The governance team are connected to community and have a clear purpose informed by iwi aspirations. Governance and senior management are inclusive and collaborative in their approach, which is reflected in the change process for the PTE. This respects and builds on the solid foundation established by the previous owner and management team. The change process will culminate in the rebranding of Feats to Te Heru Māpara later in the year. This concept symbolises and embodies the qualities Feats strives to grow within tauira, including dedication, commitment and hard work.</p> <p>Regular reporting to governance provides a clear line of sight to educational performance. Data is used effectively to understand performance and inform self-assessment. Programme management and teaching staff meet regularly as a team to support professional discussion about teaching practice, learning and achievement.</p>

Conclusion:	Feats is well managed and governed. A culture of reflection and improvement is embedded across the organisation, informed by data and feedback. Organisational purpose and strategy is being strengthened to reflect iwi aspirations and iwi values.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Feats has a good system for managing a range of important compliance responsibilities. The small programme management team work collaboratively to ensure compliance accountabilities are met. There were no student complaints or ethical and legal matters being managed at the time of the evaluation.</p> <p>Appropriate processes and oversight ensure programmes are being delivered as approved. A recent NZQA review of internal moderation concluded that Feats continues to meet approval and accreditation criteria and proactively manages programme quality. There were some differences between policy and practice which are being addressed by Feats.</p> <p>Learner attendance is monitored and absences are followed up. Staff are appropriately qualified and experienced, with professional learning plans in place. There are sound and effective assessment and moderation procedures. NZQA attestations are completed in a timely fashion.</p>
Conclusion:	Feats manages its compliance responsibilities effectively.

Focus areas

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

2.1 New Zealand Certificate in Foundation Skills (Level 1)

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.

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

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

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 fraud²*
- *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.*

² 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*
- *maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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/>.

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