External Evaluation and Review Report

Workforce Development Limited

Date of report: 27 September 2019

About Workforce Development Limited

Workforce Development Limited (WFD) is focused on vocational education and training in hospitality, early childhood education (ECE), foundation learning, workplace literacy, and intensive literacy and numeracy.

Type of organisation:	Private training establishment (PTE)
Location:	60 Prebensen Drive, Onekawa, Napier
Code of Practice signatory:	No
Number of students:	Domestic: 77 students – Māori 54 per cent and Pasifika 14 per cent
Number of staff:	16 full-time and 13 part-time
TEO profile:	See: NZQA – Workforce Development Limited
Recent significant changes:	Change in ownership in 2017 immediately after the last EER.
	In 2018, WFD undertook a significant restructure and had a reduction in funding by the Tertiary Education Commission (TEC).
	WFD has retired national diploma programmes. The New Zealand Early Childhood Education programme was approved and delivered in 2018. One cohort has completed.
Previous quality assurance history:	Conditions placed on consent to assess in 2018 were revoked 26 June 2019.
Last EER outcome:	Not Yet Confident in educational performance and capability in self-assessment in March 2018
Scope of evaluation:	• Pathway to a Career in Hospitality (Youth Guarantee)
	• Pathway to a Career in Hospitality (SAC 1 and 2)
	• New Zealand Certificate in Early Childhood Education (Level 4)

MoE number: 8693

NZQA reference: C35122

Dates of EER visit: 25-27 June 2019

                           The evidence-gathering and synthesis was
                           completed 12 July 2019 once additional interviews
                           and document review were submitted following the
                           EER on-site visit.

Summary of Results

The priority needs of learners are being met and evidenced through self-assessment. Self-assessment is mostly embedded or a work in progress. Systems and processes are sufficiently robust and comprehensive to continue to guide and inform performance.

Confident in educational performance

Confident in capability in self-assessment

- Achievement is generally strong. Parity of achievement for Māori learners is variable across programmes. Collection and analysis of data is effective and WFD is using information to make changes to system processes in an effort to improve achievement and performance.

- Graduates are applying personal skills and attributes gained from completing programmes in employment or in higher-level study. Important gains in well-being, enhanced abilities and attributes are not well evidenced. There is inconsistency in the quality and coverage of self-assessment in this area.

- Programmes are well matched to meet the needs of learners and their community. Teacher communities of practice and academic standards are established and effective, maintaining academic standards and integrity.

- A range of activities support learners in their study. The extent and impact of the support is still to be comprehensively evidenced.

- Governance and management are leading and resourcing progress to implement needed improvements to systems and processes that underpin educational performance. The organisation's structure and specialist staffing provide a sound basis on which the PTE can review the effectiveness of academic functions to support educational achievement.

- WFD's quality management system, with associated processes and practices, guides the PTE and ensures compliance accountabilities are identified and managed.

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Learner achievement at WFD is generally strong. A reliable indicator of achievement for programmes with rolling enrolments is course completions. Course completions for 2017 and 2018 are above the TEC targets across programmes. Achievement is impacted by the low number of learners in each programme. Worthy of note, and evidence of the effectiveness of organisation-wide initiatives to improve performance, is the significant improvement in Youth Guarantee qualification and course completions from 2017 to 2018.

Pasifika learner numbers are very small, whereas nearly half of all WFD learners identify as Māori. Parity of achievement for these learners fluctuates with each cohort. Investigation of every withdrawal or non-completion, targeted surveys and a focus group led by the Māori cultural advisor have yielded some information to better understand factors contributing to achievement. Some of these factors are outside of WFD's influence (see 1.3); however, there is not yet a clear plan to improve parity.

Review and monitoring of educational performance indicators against TEC targets occurs reliably and effectively at an organisational level through annual programme review by the academic board and reported to the board of directors monthly. Analysis of the data is used to improve achievement. With relatively small numbers of learners in each cohort, this TEC data is not providing tutors and heads of department with meaningful information about cohort achievement trends. Analysis of more granular data, such as literacy and numeracy gains, would be more relevant for teaching staff to understand factors impacting achievement. |

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

Conclusion:	Achievement is generally strong. Parity of achievement for Māori learners is variable across programmes. Collection and analysis of data is effective and WFD is using information to make changes to systems processes in an effort to improve achievement and performance.

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

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	WFD is mostly meeting the needs of learners for foundation-level education and training that supports learners into a pathway for further training or employment. Overall, destinations in 2018 show that 34 of 41 graduates from the level 4 ECE progressed into employment in ECE, which was their intention at entry. A small number continued on to higher-level study. Career pathway graduates are gaining a credible qualification and progress to programmes at a higher level, mostly in cookery within WFD. In 2017, three of the 11 graduates and in 2018, five of eight graduates from the career pathway programme progressed to higher-level study or employment. This is an improvement consistent with increased course completions for Youth Guarantee learners. Outcomes for the remaining graduates are unknown. WFD learners and staff identify a range of skills and personal development and attributes gained through participation and learning. WFD is not systematically or coherently capturing these outcomes, which would demonstrate more convincingly the full range of outcomes that contribute to the learners' capability to engage in further study and employment. Overall, processes are being improved to systematically capture evidence that demonstrates the benefit of qualifications and also the extent to which well-being and enhanced abilities and attributes are developed. The use of comprehensive stakeholder and graduate surveys, and the introduction of a student experience unit are not yet embedded or fully developed organisation-wide, but are moving in the right direction.
Conclusion:	Graduates are applying personal skills and attributes gained

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Over half of WFD learners are Māori, and delivery is offered at locations accessible to communities that match this profile.
	Programmes are relevant for learners in terms of the level of training and pathway opportunities. Annual programme reports are providing a range of useful data and information on academic areas for review. Advisory committees are established for each department. While some are providing useful input into programme reports, the effectiveness of the more recently established advisory committees is only beginning to be evident.
	Academic standards are sound and the validity of assessment is assured. The findings from an internal review of assessment, moderation and ECE practicums in 2018 led to a number of system changes and processes. A second review in 2019 shows a lift in performance, with more systematic and comprehensive processes in place and reliable monitoring. Increased tutor and head of department confidence and capability in this area is evident.
	Teaching and assessment matches the needs and strengths of learners. For example, the pathway to a career programme is project based, and the ECE programme includes a practicum accompanied by a comprehensive workbook and detailed teaching manual for tutors. Tutors are experienced in working with youth; all have adult education qualifications and work collegially.
	Communities of practice are mature in some departments with tutors autonomously self-reflecting and improving their professional practice which is impacting outcomes. Where communities of practice are still being embedded, there are benefits such as the sharing of knowledge between tutors.

Conclusion:	Programmes are well matched to meet the needs of learners and their community. Teacher communities of practice and academic standards are established and effective in maintaining academic standards and integrity

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

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	WFD has introduced an improved interview at enrolment, with comprehensive study advice and flexible delivery hours, in an effort to improve attendance and outcomes. WFD learners are attracted to seasonal work and the income this provides, and many are juggling personal and family obligations while studying, which affects completions.

In response to high numbers of withdrawals, a new 'student experience unit' has been established to ensure learners are enrolled in appropriate programmes, and to understand better the experience of WFD learners. This is a new initiative which is still being embedded.

Student goals are well understood through individual learning plans (ILPs) – which show beneficial tutor and learner engagement – and feedback on progress. WFD has reviewed the use of these practices. As a result, monitoring has been tightened where the inconsistent use of the ILP by individual tutors was identified. ILPs are also proving useful when WFD investigates the reasons for and support provided around withdrawals.

Tutors reflect to some extent the diversity of the learners and are the primary source of support. The small number of learners in each class allows effective one-to-one academic and personal support. Tutors' responses to the well-being needs of learners is anecdotal. WFD needs to better articulate these important support mechanisms to better demonstrate the impact on and benefit for learners.

Student and stakeholder surveys, class representatives and ILP activities occur systematically. Some of these activities are new or embedding, others are effective and gathering useful information. Overall, students are well supported in their study. |

Conclusion:	A range of activities support learners in their study. The extent and impact of the support is still to be comprehensively evidenced.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Since the previous EER, the board and management have taken responsibility to proactively address areas requiring improvement. WFD is working with NZQA and employing specialist staff, resourcing activities, undertaking reviews and commencing initiatives to lift performance and improve self-assessment. There is evidence of increased confidence, capability of staff and quality information available in some areas. In others it is too soon to see evidence of improvement or the effectiveness of some new initiatives.

A detailed strategic plan and goals are guiding the organisation forward; there are some useful performance measures, such as the emerging Māori and Pasifika strategy. Governance has restructured the PTE twice since the EER in 2018 to better align the organisation to the changes in TEC funding and WFD priorities. This has resulted in the appointment of a cultural advisor, a moderation and quality specialist, human resource manager, data analyst and finance manager. These full-time positions are a significant investment for a small PTE, and each is making meaningful contributions to the performance of the PTE.

Communication and reporting from tutors through to the academic board and the governance board is detailed and provides sound academic oversight and leadership.

A comprehensive review of assessment and moderation and practicums in 2018 identified a number of gaps. Management has resourced and supported the implementation of processes and training to rectify this. A further review in 2019 convincingly demonstrates improved performance in these areas. |
| Conclusion: | Governance and management have led and resourced needed improvements to systems and processes that underpin educational performance. The organisational structure and specialist staffing provide a sound basis on which the PTE can |

	review the effectiveness of academic functions to support educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	The managing director has oversight and is effectively monitoring compliance obligations. The academic board has responsibility for programme and educational obligations, providing advice to governance.
	NZQA attestations and returns have been met within the required timeframes. Site approvals and approved programme delivery and change of ownership indicate no gaps in capability to monitor or manage compliance accountabilities. NZQA rated WFD as 'Sufficient' in the three consistency reviews against qualifications in 2017, 2018 and 2019. WFD has now met all three conditions contained in NZQA's 6 July 2018 notice relating to the ECE and literacy moderation systems. The final condition in relation to numeracy was revoked on 26 June 2019.
	The quality management system has undergone a thorough review, and polices and processes are appropriate for the size and context of the organisation. WFD has worked consistently through the NZQA quality improvement plan which is near completion.
Conclusion:	WFD's quality management system, with associated processes and practices, guides the PTE and ensures compliance accountabilities are identified and managed.

Focus Areas

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

2.1 Focus area: Pathway to a Career in Hospitality (Youth Guarantee)

Performance:	**Good**
Self-assessment:	**Good**

2.2 Focus area: Pathway to a Career in Hospitality (SAC 1 and 2)

Performance:	**Marginal**
Self-assessment:	**Good**

2.3 Focus area: New Zealand Certificate in Early Childhood Education (Level 4)

Performance:	**Good**
Self-assessment:	**Good**

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 Workforce Development Limited:

- Articulate and evaluate the effectiveness of tutor responses to the well-being needs of learners to validate anecdotal evidence and better acknowledge the direct benefit for learners.

- Communicate the findings and recommendations from the academic board to all teaching staff after each meeting.

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. TEC reported achievement data for EER focus areas[2]

	Programme	2017		2018	
		WFD	TEC target	WFD	TEC target
Course completion	Youth Guarantee	44%	55%	57%	55%
	SAC 1&2	84%	70%	72%	70%
	Provider ECE L4[3]	87%	70%	73%	70%
	NZ Cert ECE L4[4]	-	-	92%	70%
Qualification completion[5]	Youth Guarantee	18%	-	46%	-
	SAC 1&2	66%	-	41%	-
	Provider ECE L4	81%	-	65%	-
	NZ Cert ECE L4	-	-	80%	-

[2] Information provided by Workforce Development Limited.

[3] The Certificate in Early Childhood Education and Care (Level 4) was retired in 2018

[4] New Zealand Certificate in Early Childhood Education and Care (Level 4) – first and only cohort completed.

[5] There is no qualification completion TEC continued investment requirement for these programmes. There are TEC qualification completion EPIC targets; however, to present them for this fund would be inconsistent with the data presented on this table.

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 fraud[6]*

- *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.*

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[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/.

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