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External Evaluation and Review Report

Kalandra Education Group Limited

Date of report: 19 May 2020

About Kalandra Education Group Limited

Kalandra Education Group aspires to be the leading provider of aged healthcare studies. The organisation offers programmes in dementia care, mental health and addiction, aged healthcare, and palliative care to address gaps in the market.

Type of organisation:	Private training establishment
Location:	10 Pioneer Street, Henderson, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: 213
	International: 19 students on work visas
Number of staff:	Eleven full-time, two part-time
TEO profile:	See NZQA: Kalandra Education Group
Last EER outcome:	This is the first external evaluation and review for Kalandra Education Group.
Scope of evaluation:	• New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)
	• Certificate in Management of the Dementia Client in a Care Facility (Level 4)
	• International Student Support and Wellbeing
MoE number:	9133
NZQA reference:	C37839
Dates of EER visit:	11-13 February 2020

Summary of Results

Students achieve well across courses at Kalandra and value the benefits of the learning to their careers. Kalandra has effective self-assessment which has identified several areas for improvement. The PTE has introduced initiatives to address areas of identified weakness. However, it is too early to know whether these developments are fully embedded across the PTE.

Confident in educational performance	Completion rates are high where data is available. Where programmes have not had their first cohort graduate, most students are on track to complete.
	The value of outcomes goes beyond completion of the qualification and the gaining of employment. The self-respect gained along with the confidence and knowledge applied in the workplace is valued by students, employers and the community.
	Kalandra has very strong links with the aged healthcare industry which informs innovation.
Confident in capability in self-assessment	Programme design and development is progressing since the hiring of an experienced quality assurance manager.
	Students are very well supported, and their academic and pastoral care needs are being met.
	Kalandra has strong leadership and experienced governance and management staff with a clear purpose and direction to drive the aspirations of the organisation.
	Newly implemented, effective self-assessment practice has informed new initiatives and developments as well as identified solutions to address areas of weakness. However, it is too early to see the impact of these developments.
	Some areas of compliance with the Code of Practice (for the pastoral care of international students) need to be developed and strengthened. However, the self-identification of these areas provides NZQA with confidence in the organisation going forward.

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Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Students are achieving well in their respective healthcare programmes. The New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) had a 95 per cent completion rate at the time of the evaluation. The Certificate in Management of the Dementia Client in a Care Facility (Level 4) had a 69 per cent projected completion rate at the time of the evaluation. While these results do not yet meet the expectations of Kalandra, comprehensive tracking of student achievement, progression and completion of activities and assessment is occurring to provide additional support. Students gain relevant, work-ready and soft skills through work placements relevant to their working contexts. This can result in promotion and the opportunity to earn beyond the minimum wage (also see key evaluation question 2). Tertiary Education Commission-funded course completion rates are 92.9 per cent overall – Māori and Pasifika rates are 93.4 and 97.7 per cent respectively.
Conclusion:	Overall, students are achieving and progressing well. Students gain relevant skills on completion of courses which supports their career progression.

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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.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Kalandra is aware of its potential to enhance the academic excellence, work-readiness and wellbeing of students through the student experience. Gaining a level 4 qualification and developing capability in an academic skillset is a meaningful achievement for most students studying with Kalandra. A sense of self-worth and self-achievement is a significant and valuable outcome for students who have not previously achieved well in academic contexts. Furthermore, students reported growth in self-confidence and gaining motivation to continue further study. The opportunity to gain real-life experience in the workplace for practical assessments is of high value to students looking to gain experience in the New Zealand healthcare context. Stakeholders and employers said the quality of training is of great value to clients in the aged healthcare system, where they are receiving good care through the upskilling of aged care workers. Kalandra is well regarded in the aged healthcare sector and reflects and collaborates with stakeholders about market needs. Stakeholders highly commend the introduction of new and innovative short courses, such as beauty and makeup, which are considered a huge benefit to aged care clients.
Conclusion:	Students strongly value the outcomes gained across the delivery of programmes. Stakeholders and clients in aged healthcare acknowledge Kalandra's holistic approach and attest to the value of outcomes and the associated benefits from employing graduates with relevant skills.

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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:	Kalandra has formally adapted its mode of delivery to better ensure that learners succeed. This is proving to be an effective measure. Teaching and learning activities have been recently moved to online delivery, after the PTE realised that face-to-face learning did not meet the needs of the students. The organisation's website has recently been changed to make it more user-friendly, and to better outline learner expectations in reference to the learning experience.

Enrolment processes focus on student learning goals and matching the needs of students, stakeholders and the community. Staff identify the literacy capability of both domestic and international students through pre- and post-enrolment conversations. In some areas, however, enrolment processes could be strengthened (see key evaluation question 6).

Teaching and learning resources are plentiful and appropriate for online students. A recent review encouraged resources to be updated to be more learner-centric. Ongoing self-assessment reviews make recommendations and commendations in programme design. Other self-assessment outcomes informing ongoing improvements include: strengthening monitoring, tracking achievement progression, and identifying new programme initiatives.

Further revision of assessment material reflects alignment with graduate performance outcomes. As a result, teaching and learning activities are appropriate for the programme level, and are applicable to work placements and the New Zealand workplace. Ongoing engagement and meaningful relationships with stakeholders also ensure relevance in programme design and alignment with industry needs. Kalandra is continuing to find ways to improve programme design through comprehensive programme reviews.

Kalandra is currently meeting most external moderation requirements and is implementing internal moderation plans. Staff are collaborating in informal moderation. Not all staff are |

	yet trained in internal moderation.
	Tutors are provided with feedback from most students after each module through programme evaluations and surveys. Students have high regard for the tutors and value the opportunity to share feedback, which is used to improve teaching and learning.
	Self-assessment activities and the monitoring of student achievement and progression are strong tools. However, since they were only implemented in 2019, Kalandra needs to continue to strengthen this monitoring and maintain consistency.
Conclusion:	Kalandra is committed to matching the needs of students and stakeholders through continued use of self-review as a means of improving programme design and delivery.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Students are very well supported during their study with Kalandra through both face-to-face and online modes of delivery. However, pastoral care for online students is still a work in progress. Kalandra knows the students well because of small student numbers and its holistic approach to student support.
	Teaching and learning activities are flexible. For example, appropriate support is given to students who are yet to fully develop their skills in digital literacy. However, it was identified during the evaluation that intervention at an earlier stage would be beneficial to the students going forward.
	Students receive individualised learning support from their tutors where both academic and pastoral care needs are discussed and individual learning plans are tailored where appropriate. If growth in student numbers does occur, Kalandra plans to scale up these support mechanisms. A review of learning support resources resulted in modifications to make the resources more learner-centric.
	Academic skills are a focus for new students after the PTE identified a need to better highlight the importance of academic integrity. Staff offer many small group and one-to-one sessions to support students in their understanding of academic integrity,

	referencing and writing. However, staff could still better strengthen plagiarism awareness among students.
	Staff understand the need for cultural support for the students, and appropriate cultural liaisons have recently been appointed. Students receive a comprehensive student handbook and other resources which support the work placement component of the programmes.
Conclusion:	Kalandra knows its students well and has developed many means of support to ensure the success of both domestic and international students. Academic and pastoral care needs are met appropriately.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Kalandra Education is a forward-focussed organisation with a clear organisational purpose and direction. Kalandra is supported by strong leadership and experienced governance and management staff who share a vision to improve the life of the older person in New Zealand.
	Over the last few years, the organisation has changed and matured with regard to the development of processes and policies to better support educational achievement. Kalandra is creating employment opportunities in the healthcare industry.
	The PTE has undertaken succession planning to ensure its viability. Kalandra has a very experienced and active academic board informing organisational development and programme design. The board represents Kalandra in the sector through meaningful engagement with other PTEs and the aged healthcare industry.
	The move to the online platform better aligns with Kalandra's mission to transform care through developing and sharing innovative education practices, which works better for students balancing work and study.
	Staff highly value the support they receive from management and the opportunity to participate in professional development. Performance appraisals have been completed for all staff except

	for two, which are planned for the near future. Management also needs to prioritise the completion of adult teaching certificates to ensure all teaching staff are appropriately qualified.
	Kalandra is gathering a good amount of data and has made some positive changes resulting from data analysis. However, it is too early to see the impact of some of these changes to inform improvements.
	Governance and management plan to further strengthen industry links within New Zealand to broaden the offer of training.
Conclusion:	Kalandra has strong governance and management staff who are focussed on innovation and leadership in the healthcare sector to support educational outcomes for their students.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Kalandra practises ongoing self-assessment and manages its compliance responsibilities. For example, internal audits and updating of the risk management plan are regular self-assessment activities.
	The review of the Education (Pastoral Care of International Students) Code of Practice highlighted some concerns including lack of insurance, English language proficiency enrolment requirements, and confusion around the visa status of students.
	At the time of the evaluation, NZQA was not convinced the evidence collected was at the appropriate level for the PTE to be assured it was completely compliant with the Code of Practice in relation to enrolment as it pertains to Outcome 3.[2] Since the evaluation, Kalandra has collated evidence identifying six out of 23 international students who do not have insurance coverage for the duration of their study. The PTE is also

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[2] See Outcome 3: Offers, enrolment, contracts and insurance (Section 16D. Process: insurance)

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| | beginning to provide evidence of English language proficiency in student files as required by the Code.[3]

Kalandra intends to recommend to all current international students and staff who are not New Zealand citizens or permanent residents and who have not been in New Zealand for two years or more[4], to take out insurance. This is to cover the cost of repatriation to their home country in the event of their death by accident or through sudden illness. In the event that there is an insurance gap (relating to Outcome 3 of the Code of Practice) for students at the enrolment stage, Kalandra intend to look at options to ensure students are covered.

NZQA recommends that Kalandra continue to maintain the records developed during its review of the Code. This will ensure the required evidence is documented and will support the entry requirements related to the visa status of students, in relation to Outcome 3.[5] |
|---|---|
| Conclusion: | Kalandra is mostly aware of its important compliance responsibilities and has processes in place to manage Code of Practice requirements in the future. Gaps in understanding of the Code of Practice are being addressed. |

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[3] See Outcome 3: Offers, enrolment, contracts and insurance (Section 16. Process: offer of educational instruction)

[4] While international students on a two-year work visa will be treated the same as New Zealand citizens for receiving publicly funded medical care, section 15.bc. of Outcome 3 of the Code of Practice outlines the requirement to have appropriate insurance coverage, including costs associated with repatriation, expatriation and funeral expenses.

[5] Outcome 3 Section 15.c states signatories must ensure that proper documentation is kept.

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Focus Areas

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

2.1 Focus area: New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)

Performance:	**Excellent**
Self-assessment:	**Good**
Findings	Students are well supported to achieve this qualification, with strong monitoring in place to track achievement progression. With a 95 per cent completion rate, students are gaining relevant employment and upskilling in their workplace. Kalandra is aware of the reasons for the one student who did not complete in the last academic year.

2.2 Focus area: Certificate in Management of the Dementia Client in a Care Facility (Level 4)

Performance:	**Good**
Self-assessment:	**Good**
Findings	Despite an interim 69 per cent pass rate at the time of the evaluation, students are projected to achieve at a higher rate once the first cohort completes the qualification. Monitoring of achievement progression is also good in this focus area, with self-assessment informing new ways to support the students (see key evaluation question 4).

2.3 Focus area: International Student Support and Wellbeing

Performance:	**Excellent**
Self-assessment:	**Good**
Findings	Overall, Kalandra knows its international students very well and offers tailored, wrap-around services supporting academic achievement and pastoral needs. Self-assessment could be improved to reduce risks around compliance with the Code of

	Practice (see key evaluation question 6).

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 Kalandra Education Group Limited:

- Continue to maintain the records developed during the review of the Code of Practice that reflect the evidence required in relation to Outcome 3.[6]

- Consider further review of how to provide evidence and ensure compliance by:
  - gathering evidencing of entry requirements for English Language proficiency for learners on work visas at enrolment
  - ensuring learners have appropriate insurance, and gathering evidence of insurance documentation (15.bc. and c.) for learners on work visas.

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.

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[6] Outcome 3 Section 15.c states signatories must ensure that proper documentation is kept.

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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 fraud[7]*

- *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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[7] 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.

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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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NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz

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