



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Kalandra Education Group Limited

Date of report: 23 July 2024

About Kalandra Education Group Limited

Kalandra Education Group provides health and wellbeing qualifications to international, work visa and domestic students who are primarily pursuing employment in community and residential care. Kalandra delivers training both on campus and online to enable students to work full-time while studying.

Type of organisation:	Private training establishment (PTE)
Location:	6 Edward Wayte Place, Grafton, Auckland
Eligible to enrol international students:	Yes
Number of students (2024):	<p>Domestic: 327 students (228 equivalent full-time students)</p> <p>Māori 22 (7 per cent), Pasifika 35 (11 per cent), New Zealand European 63 (19 per cent)</p> <p>Learners with a disability – data not collected</p> <p>International: 98 students (98 equivalent full-time)</p>
Number of staff:	13 full-time, four part-time, seven staff offshore (15 full-time equivalents)
TEO profile:	<p>Kalandra Education Group</p> <p>The significant effects of the Covid pandemic, understaffing in the healthcare industry, and an increasing cost of living are ongoing impacts on the healthcare industry.</p> <p>Kalandra's domestic and work visa students undertake full-time study while also working full-time in community or residential care facilities throughout New Zealand. Over 60 per cent of the students working full-time are on work visas. These students undertake the training with the aim of completing qualifications to gain wage increases and/or promotions, and to gain New Zealand</p>

residency. All full-time employed students study online around their work schedules.

International students on student visas have to attend on-site classes and work placements. They can also work limited part-time hours.

Last EER outcome: In February 2020, NZQA was Confident in both Kalandra Education Group's educational performance and capability in self-assessment.

Scope of evaluation:

- Focus area 1. International students: support and wellbeing
- Focus area 2. Certificate in Health and Wellbeing (Level 4) focussing on strands in Community Care Support and Mental Health Support [ID: 122511] leading to 2992 New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)
- Focus area 3. Diploma in Dementia Care (Work-Integrated or Practicum-based) (Level 5) [ID: 125760] leading to 3244 New Zealand Diploma in Health and Wellbeing (Practice/Applied Practice) (Level 5)

MoE number: 9133

NZQA reference: C55715

Dates of EER visit: 26-28 March 2024

Summary of results

Kalandra Education delivers high-value training to its New Zealand healthcare stakeholders in an area of high need. The PTE understands the external influences affecting ongoing low completions by students in full-time employment. Kalandra Education is using achievement information to support actions that are still being monitored for effectiveness. Collation of longitudinal information may support Kalandra Education's current self-assessment processes.

Confident in educational performance

- Employed students have shown a significant reduction in course and qualification achievement since the last EER. Kalandra Education captures the reasons behind the significant withdrawals and non-completions and uses the information in regular review of student support.

Confident in capability in self-assessment

- Priority group parity in achievement is variable when compared with other students. Kalandra Education may understand the reasons for the variability but needs to take further evidence-based action to address this issue.
- Stakeholders value the outcomes of the training. Regular interaction with stakeholders supports programme review and future planning.
- Tutors offer timely support to the students by developing learning plans that acknowledge the impacts on their study. Progress conversations support interventions when required.
- Robust governance and academic advice support Kalandra's strategic development and organisational purpose.
- Kalandra Education supports its dedicated, passionate staff, but their willingness to undertake added work may impact their effectiveness over time.
- Kalandra Education manages and monitors its compliance accountabilities. The PTE promptly responds when issues are identified.

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- Longitudinal data analysis and formalised capture of information could support current management understanding and proactive identification of issues.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Marginal
Self-assessment:	Good
Findings and supporting evidence:	<p>Kalandra Education uses monthly, quarterly and annual achievement data to monitor the progress of students through their respective programmes. Collation of this data² shows that, on average, course completion between 2020 and 2023 was 64 per cent for the level 5 programme and 54 per cent for the level 4 programmes. Qualification completion was 50 per cent for the level 5 qualification and 52 per cent for the level 4 qualification. These rates have been significantly boosted by the international student achievement data. These students achieve above 90 per cent for course and qualification completions. However, overall course and qualification completion is significantly lower and more variable since the last EER.</p> <p>Information on course completion rates shows that Pasifika and Māori students are generally achieving at a lower rate than other students. The evaluators recognise that smaller numbers of Māori and Pasifika students are undertaking study than other student groups. However, Kalandra needs to regularly analyse and compare collated Māori and Pasifika data to understand trends in achievement. This could also support the PTE's efforts to gain greater parity for these priority group learners. Kalandra also needs to collect, analyse and use data for learners with a disability to understand how to meet this priority group's emerging needs.</p> <p>Significant numbers of employed students withdraw, do not complete, or take longer to complete than planned or funded. Kalandra captures the reasons for each. Insufficient time to complete study, alongside work and family commitments, is a major factor. Kalandra Education</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.

² See Appendix 1 for course and qualification achievement.

	<p>continues to develop ways to support students to address the obstacles that hamper their success.</p> <p>Increasing numbers of students are completing as Kalandra Education introduces more interventions. However, Kalandra recognises that these measures are still works in progress, so their long-term effectiveness is still to be shown.</p>
Conclusion:	<p>Employed students have reduced course and qualification achievement, although there are extenuating circumstances. Priority group learners are generally not achieving at parity. The reasons behind a large number of students withdrawing, not completing or extending their completions are understood. Actions are being taken to reduce this, with positive initial effect.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Kalandra Education has strong relationships with the residential and community healthcare industry and understands their needs and challenges. Since the last EER, Kalandra has faced many external challenges and has adapted to provide the needed training to support stakeholders in meeting an essential need.</p> <p>As Kalandra Education's domestic students are employed in full-time work, study with the PTE allows them to further their knowledge and skills for their roles and gain qualifications to support pay increases or promotion. Completing their study in an online delivery mode allows students to study around their commitments. However, as mentioned in 1.1, this requires further self-assessment to understand the reasons for non-completion.</p> <p>The international students undertake part-time work during their study with the aim of gaining full-time work in the New Zealand healthcare industry along with residency. Capturing the destinations of more graduates could provide useful information to inform further understanding around the value of outcomes to stakeholders.</p>

	<p>Students and employers attest to students gaining skills and knowledge that are immediately applicable in the workplace. Students described gaining greater confidence to contribute to the workplace, to lead colleagues, and to achieve better time-management, greater communication capabilities and increased self-esteem. Work placement logs verify this enhanced wellbeing.</p> <p>Quarterly meetings with an advisory board, formal surveys and informal testimonials from stakeholders inform Kalandra Education about how the graduates' skills and knowledge are being used and what needs are emerging in the industry. Kalandra uses this information for the strategic planning of further courses and the provision of small workshops/seminars to support the sector's needs. Formal capture of the large amount of informal feedback could provide greater evidence for the decision-making currently occurring.</p> <p>Currently Kalandra Education recognises a need to re-engage more with Māori and Pasifika to expand the participation of, support for and success of their Māori and Pasifika students and therefore communities. This is currently a work in progress.</p>
Conclusion:	<p>Stakeholders and graduates attest to the value of the outcomes provided by the training. Kalandra Education's relationships within the industry provide opportunities to respond to emerging needs in meaningful ways. Further self-assessment and formalised capture of information over time could support current management decision-making.</p>

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:	Marginal
Findings and supporting evidence:	<p>As mentioned in 1.2, Kalandra Education has regular contact with its stakeholders, which supports maintaining the relevance of the training. Since the Covid pandemic, Kalandra has provided multiple avenues³ for the healthcare sector to gain qualified staff.</p> <p>Annual programme review is supported by internal ratification and moderation results, stakeholder feedback and insights from an education advisory board. These have led to NZQA-approved type changes to better meet the emerging needs of stakeholders, and these changes remain current. However, the significant number of students either not completing weekly tasks and assessments, requesting extensions, and/or moving cohorts suggests further review is needed around programme delivery.</p> <p>Kalandra Education moved to online training during Covid so the students could continue studying. This supported the PTE's decision to keep on delivering solely online to the employed students. A learning management system captures student engagement and alerts Kalandra Education to emerging needs. The PTE has used this information to develop further support measures for students at risk. The long-term effectiveness of these measures is still to be shown and used in programme review.</p> <p>Assessments rely on students detailing their own experience, which increases authenticity. Assessment marking turnaround and feedback has been variable, with some students saying the delays have affected their progress and wellbeing. Some fundamental gaps in assessment validity and consistency have been found by</p>

³ Kalandra Education trains people overseas in the international healthcare certificate (mapped to New Zealand levels 3 and 4), and in New Zealand from levels 3-5 in a variety of health and wellbeing-related qualifications.

	NZQA monitoring, as well as variable external moderation. These issues have been investigated by management and have led to the growth evidenced in staff professional development and the approved programme changes.
Conclusion:	Regular interaction with stakeholders and programme review ensures the relevancy and currency of the programmes offered. The significant number of students not completing their studies as scheduled – and the gaps in assessment identified by external bodies – suggests that Kalandra Education needs to further review its programme delivery.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Kalandra Education provides opportunities for students to indicate their goals and their home and work commitments at enrolment and the beginning of study. Individual learning plans are created and progress against these is discussed twice during the programme. More regular tracking of these plans may support further response measures. Tutors make themselves available to the students through phone or email contact and respond to these requests for support.</p> <p>A recorded orientation supports the students to understand study, programme and assessment expectations. It also provides the students with an opportunity to connect with others starting about the same time. This is important as there are few instances where online students get to interact with each other unless they work in the same facility. External support services are introduced at orientation for students and staff to access.</p> <p>Kalandra Education monitors online student interaction with their weekly tasks and assessments. When students disengage with tasks, tutors contact them and provide short and longer-term options for those students wishing to continue and/or catch up. These include a reduction in the weekly activities that need to be completed, extensions or moving cohorts.</p>

	The limited success of these initiatives has resulted in further support for struggling students. Kalandra has introduced a programme providing one-to-one tutoring for those students needing more focussed attention. Initial results with level 3 students have been positive. The programme's effectiveness with higher-level students and the sustainability of these services is still to be determined.
Conclusion:	Students are well informed about their study options and have learning plans designed to acknowledge their commitments and support their study. Tutors are readily available to the students, with a number of further study support options being developed to increase student success. The effectiveness of the most recent developments on completions and progressions is still to be shown.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The organisation's vision, mission and purpose are clear and well communicated throughout the business. The presence of an external academic board to ratify qualification completions and provide educational advice supports the academic leadership of the organisation.</p> <p>Kalandra Education collects and uses data regularly to inform discussions at board and management levels. This keeps the experienced governance group well informed. The governance group provides Kalandra Education with sound strategic advice based on a clear understanding of the economic and industry environments. Governance also maintains a business risk register to guide decision-making, and action plans that track Kalandra Education's initiatives towards improvement.</p> <p>These actions provide evidence that Kalandra Education uses the collected information for self-assessment of its performance. A longer overview of the data to understand trends since the last EER may provide further understanding of performance. This would support Kalandra Education's drive to improve retention and</p>

	<p>completions and to review programmes to better meet stakeholder needs and commitments.</p> <p>Staff are recruited for their experience and expertise and receive a comprehensive induction and mentoring to support them into their roles. Staff are dedicated to their roles and the purpose of the organisation. They regularly help out to ensure initiatives are actioned and student needs are met. This has led to some staff taking on roles outside their core job descriptions – and a subsequent redistribution of workload.</p> <p>Management is aware of this dedication and take steps to ensure staff wellbeing is maintained. A review of job expectations across the organisation could lead Kalandra Education towards further understanding of how to manage initiatives alongside business as usual.</p>
Conclusion:	<p>Clear and well-informed governance and academic expert advice supports Kalandra Education's strategic development and organisational purpose. Governance and management make regular use of available information for improvement. However, collating results over a longer period may provide further insights and understanding. The PTE strongly supports the dedicated, passionate staff, but additional overlapping duties may reduce their effectiveness over time.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Kalandra Education manages its compliance accountabilities through diarising due dates and reminding involved staff of their commitments. Governance and management use registers and employer contracts to support their understanding around complaints and health and safety. Kalandra also needs to update its website links to the current Code of Practice self-review document and summary of complaints as is required.</p> <p>Mapped programme content, self-directed learning activities and work-placement expectations indicate that Kalandra Education can deliver its programmes as</p>

	<p>approved. Kalandra needs to consider the effect of making changes to weekly activities to their maintaining delivery as approved. Any resulting insights could be incorporated into programme review.</p> <p>Kalandra Education has promptly responded to some areas of concern when brought to its attention. These are:</p> <ul style="list-style-type: none"> • Misreporting the international healthcare diploma as NZQA-approved on the PTE's website. • Changing learning outcomes within a programme without applying for and gaining approval from NZQA. • A significant increase in the late reporting of unit standards and credits to NZQA during 2023. • A number of errors in handling enrolment and course timings as identified by the Tertiary Education Commission (TEC) in its 2019 audit. <p>Though Kalandra Education has provided evidence that they are learning from the issues identified, the PTE needs to develop procedures to ensure they are identifying and remedying issues first.</p> <p>Students can apply for recognition of prior learning. Those entering New Zealand after training overseas often use this method to gain New Zealand level 3 or 4 healthcare qualifications before starting work. Kalandra Education has a strong policy and procedure governing this procedure which has requires a previous qualification or experience, further course work and a practical assessment. Regular checks to ensure this process is followed will evidence that the PTE continues to meet this compliance accountability.</p>
Conclusion:	<p>Kalandra Education manages and monitors its compliance accountabilities. When issues are identified, the PTE promptly responds with actions to remedy.</p>

Focus areas

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

2.1 International students: support and wellbeing

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>International students achieve at a high rate (mainly 100 per cent) within the timeframe of their study contracts, and there are minimal withdrawals.</p> <p>International students are requesting information about training in the healthcare industry through immigration advisers, online and/or their family and friends. Kalandra Education features positively among the advice.</p> <p>Kalandra Education's support of and compliance accountabilities toward international students is comprehensive.</p>

2.2 Certificate in Health and Wellbeing (Level 4) focussing on strands in Community Care Support and Mental Health Support [ID: 122511] leading to 2992: New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Reduced completions, lower achievement parity for particularly Māori students, and non-completions or delayed completions are particularly prevalent in this programme of study when compared with the level 3 and 5. Kalandra is taking steps to address this issue, but may need to pay specific attention to this programme's design through further self-assessment.</p>

2.3 Diploma in Dementia Care (Work-Integrated or Practicum-based) (Level 5) [ID: 125760] leading to 3244 New Zealand Diploma in Health and Wellbeing (Practice/Applied Practice) (Level 5)

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>More students are retained and complete this qualification than for the level 4. There is also greater parity for Māori and Pasifika students. Feedback indicates the high value of outcomes for stakeholders as this programme meets a growing need in their communities.</p> <p>Quick turnaround for marking and feedback allows students to progress in a timely manner. Regular interaction with other students within the cohort through webinars and social media groups supports academic networking.</p>

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:

- Collate and analyse data and information over a time period longer than one year to understand patterns and trends that may support programme and organisational review.
- Address the lack of parity in achievement for priority group learners.
- Consider changes to part-time study of the programmes offered to reduce the time pressure of study – as often indicated in feedback from stakeholders.
- Review the role and job expectations of all staff to understand the current commitments of staff and any future development needed to ensure staff are not overloaded.

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 overall qualification completion rate (%)

Ethnic group	Intended qualification cohort group	2020	2021	2022
Non-Māori and non-Pasifika people	Level 4-7 (non-degree)	N/A	43	40
Māori	Level 4-7 (non-degree)	N/A	40	20
Pasifika people	Level 4-7 (non-degree)	N/A	67	32

Table 2. New Zealand Certificate in Health and Wellbeing (all delivered strands) achievement data (drawn from Kalandra Education SDR data sent to the TEC)

	2020	2021	2022	2023
Enrolled: NMPI, M, PI	113, 24, 22	98, 21, 17	121, 24, 22	210, 8, 29
Withdrawn: NMPI, M, PI	0*, 10, 9	0*, 4, 2	0*, 9, 4	0*, 2, 9
Course completion (%) NMPI, M, PI	83, 54, 77	87, 65, 69	54, 34, 21	52, 40, 26
Qualification completion NMPI, M, PI	Counted in 2021	29, 3, 13	42, 3, 11	43, 3, 1

Key: NMPI=non-Māori and non-Pasifika, M=Māori, PI=Pasifika

*Withdrawal data for NMPI not given.

Table 3. New Zealand Diploma in Dementia Care achievement data

	2020	2021	2022	2023
Enrolled: NMPI, M, PI	26, 2, 4	68, 1, 13	92, 3, 16	57, 2, 7
Withdrawn: NMPI, M, PI	0*, 2, 0	0*, 0, 0	0*, 1, 3	0*, 1, 0
Course completion (%) NMPI, M, PI	84, 47, 100	71, 100, 76	52, 58, 35	46, 38, 56
Qualification completion NMPI, M, PI	Counted in 2021	11, 0, 2	36, 1, 5	41, 2, 6

Key: NMPI=non-Māori and non-Pasifika, M=Māori, PI=Pasifika

*Withdrawal data for NMPI not given.

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 fraud⁴*
- 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.*

⁴ 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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