

Report of External Evaluation and Review

Arai te Uru Kokiri Centre Charitable
Trust

Confident in educational performance

Confident in capability in self-assessment

Date of report: 30 May 2012

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Arai te Uru Kokiri Centre Charitable Trust (Kokiri)
Location:	Macandrew Road, Dunedin
Type:	Private training establishment
First registered:	1992
Number of students:	Domestic: 27 equivalent full-time students enrolled in Foundation Focused Training Opportunities and Youth Training programmes funded by the Tertiary Education Commission (TEC), and four places for alternative education students funded by the Ministry of Education
Number of staff:	Eight full-time tutors and one part-time
Scope of active accreditation:	Kokiri has the required scope to assess against unit standards leading to a number of national certificates including: <ul style="list-style-type: none">• National Certificate in Employments Skills (Level 1)• National Certificate in Computing (Levels 2 and 3)• National Certificate in Business Administration and Computing (Levels 2 and 3)• National Certificate in Education Achievement (NCEA) (Levels 1, 2 and 3)

- National Certificate in Hospitality (Basic Cookery) (Level 3)

In addition, Kokiri students can achieve the Skills Active National Award in Outdoor Recreation.

Sites: As above

Distinctive characteristics: Kokiri was established in 1983 to reflect the values of the Mana Whenua ki Arai Te Uru and primarily to provide support and guidance and training and education. The student body is a predominantly Māori target group living in the area, particularly those with low or no formal qualifications and those training to re-enter the workforce. Kokiri provides culturally based learning experiences in close association with Te Rūnaka o Ōtākou. As the only Māori PTE still operating in the region, there is a sense of obligation held by both the trustees and the staff to maintain this unique educational institution.

Recent significant changes: Significant changes include:

- Changes to the length of training from one year programmes to 26 weeks, with corresponding changes to contracted performance indicators. This change is expected to impact qualification completions
- Recruitment of the executive officer to oversee programme operations and quality assurance and to support the chief executive officer.

Previous quality assurance history: The organisation was previously quality assured in 2008 by the New Zealand Qualifications Authority (NZQA) under the quality audit system and met all requirements. More recently, letters about external moderation from the standard-setting bodies, NZQA (dated 3 August 2011) and the Hospitality Standards Institute (HSI) (dated 30 May 2011), state that Kokiri assessments have met, and continue to meet, the national standard.

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review of Kokiri included the following mandatory focus area:

- Governance, management, and strategy.

The programme focus areas were:

- Foundation Focussed Training Opportunities (FFTO) programme

This programme is offered to mature learners and can lead to national qualifications in computing and business administration to level 3 and a life skills programme called Get Set. The FFTO programmes are 26 weeks long.

- Youth Training

All youth training will be reviewed under this focus area. Programmes for youth training include hospitality and chef training to level 3 and a life skills programme called Get Real. The Youth Training programmes are a year long.

All programmes include unit standards that can lead to the national certificates listed under *TEO in context*.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eeer/introduction>. 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.

The evaluation team comprised one lead evaluator and one team evaluator. The team visited Kokiri for two days at its Dunedin site.

During the visit, the evaluation team met with Kokiri's chief executive officer, executive officer, tutors, representatives of the trustees, students, graduates, and community stakeholders. While on site, the evaluation team viewed a range of documents including the Kokiri investment plan, annual plan, trustee meeting minutes, chief executive officer and executive officer reports to the trustees, and student achievement statistics.

Kokiri will have an opportunity to comment on the accuracy of this report, and submissions received will be fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Arai te Uru Kokiri Centre Charitable Trust**.

Kokiri has consistently achieved very good educational outcomes, meeting or exceeding contracted education performance indicators, and it has done so for the last three years in the areas of achieving unit standard credits and national qualifications. Forty-eight national qualifications were awarded in 2010 and 46 in 2011 to 27 learners, with each qualification averaging 40 credits. This means that some students achieved more than one national certificate in this study period. These are excellent results as the contracted requirement with the TEC is to complete 20 credits only per student. Of the total national qualifications completed for 2010 and 2011, 28 were for NCEA levels 1-3. This is another very good result as the majority of students are Māori, a significant number for whom previous schooling has been challenging and disengaging.

The performance indicator that Kokiri has not consistently achieved is training leading to employment. However, Kokiri outcome statistics for 2011 improved on past results and indicate that three of the four programmes have met TEC employment targets. The improvement in employment outcomes is a very promising result considering the change to Government policy that reduced the contracted training delivery period from year-long programmes to 26 weeks, with more emphasis on work-readiness.

Learners and graduates interviewed by the evaluation team affirm learner evaluation analysis reports showing that they have acquired useful skills and knowledge and improved self-confidence and personal growth. These positive achievements provide these learners with additional tools to engage constructively in their personal development and in the economic and social development of the community.

Each tutor monitors the progress and achievement of their class. It would be useful to the organisation to better utilise this monitoring by collating and analysing the data to inform reflection, review, and ongoing planning, especially with the current policy changes impacting training and delivery. Comprehensive follow-up with higher-level education providers and employers of graduates will assist Kokiri to gauge the full value of the training.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Arai te Uru Kokiri Centre Charitable Trust**.

Self-assessment at programme level is very good, but Kokiri would benefit from an overall comprehensive, robust, proactive, organisation-wide self-assessment practice.

Data and statistics recording learner progress are taken from Kokiri's reports to the TEC. However, Kokiri would benefit from including analysis as an organisation, monitored over time to show trends and reasons for change and when these changes have resulted in actual improvements. Tutors have made changes to their teaching as a result of self-assessment and review, but again localised at programme level. It would be beneficial if these changes were captured, including the processes that led to the changes, as such records would be beneficial for reflection over time.

The resignation of a key staff member showed how much control this particular person had on operations such as moderation, reporting learner progress and achievement, and quality assurance activity. Investing institutional knowledge and control of key tasks in one person led to a risk management issue when that person was no longer available. Subsequently, tasks, activities, and roles have been reallocated to ensure that each has two people trained and responsible for oversight.

A positive outcome of this review and action is seen in a key quality assurance task, moderation. All staff now have an understanding of how moderation can inform their assessments and in turn their teaching. Other changes include more stringent recruitment and enrolment screening to select those learners most likely to succeed. This has been prompted by a change to Kokiri's contractual funding agreement focusing on specific outcomes. However, Kokiri is not convinced it will maintain this practice. While restricting enrolments may lead to improved outcome statistics, there are limited alternative opportunities for those students who miss out on enrolment. Self-assessment has also led to more standardised application processes across all programmes.

Kokiri would benefit from an organisation-wide approach to self-assessment to ensure that reflection, review, and action go beyond a specific programme or tutor capability as currently.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Kokiri has consistently achieved very good educational outcomes. It sets its own educational performance indicators (EPIs) above those required by its contracted funders, the TEC. This assists Kokiri to meet or exceed contracted EPIs, and it has done so for the last three years in the areas of achieving unit standard credits and national qualifications. Forty-eight national qualifications were awarded in 2010 and 46 in 2011 to 25 learners (some learners achieved more than one national certificate), with each qualification averaging 40 credits. These are excellent results as the contracted requirement with the TEC is to complete 20 credits only per student. Of the total national qualifications completed for 2010 and 2011, 28 were for NCEA levels 1-3. This is another very good result as the majority of students are Māori, a significant number for whom previous schooling has been challenging and disengaging. The challenge for Kokiri is to monitor where these graduates go long-term and to seek feedback to gauge the full benefit of their training.

External moderation reports from the relevant standard-setting bodies, NZQA and HSI, confirm that Kokiri is assessing at the national standard. This validates their assessment practices and the awarding of the national certificates.

The area that Kokiri has not consistently achieved is in training leading to employment. Kokiri's outcome statistics for 2011 improved over past years. This indicates that the targets, which have been exceeded in unit standard credits and qualification completions and in three of the four programmes, have met TEC employment objectives. The improvement in employment outcomes is a very promising result considering the change to Government policy which reduced the delivery time from year-long programmes to 26 weeks, with more emphasis on work-readiness.

The chart (below) shows achievement against contracted TEC EPIs over the last three years.

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

	TEC EPI	2009	2010	2011	
FFTO: Computing/BusAd Labour market outcomes (LMOs)	60	53	36	80	
FFTO- Get Set (LMO)	60	85	73	70	
Youth Training Chef training (LMO)	60	66.7	56	50.1	
Youth Training Get Real (LMO)	60	76	56	73.3	
Computing/BusAd (unit standard credits)	20	24.10	34.15	New TEC measure 3 U/S 5 achieved	
Get Set (unit standard credits)	20	20.14	53.2	New measure 3U/S 6.1 achieved	
Chef training (unit standard credits)	20	30.7	38.4	50.1	
Get Real (unit standard credits)	20	32.12	63.5	40.1	

Key:

Yellow highlight = met or exceeded performance targets

Blue highlights = under performance targets

Learners and graduates interviewed by the evaluation team affirm learner evaluation analysis reports showing that they have acquired useful skills and knowledge and improved self-confidence and personal growth. These positive achievements provide learners with additional tools to engage constructively in their personal development and in the economic and social development of the community.

Each tutor monitors the progress and achievement of their class. It would be useful to the organisation to better utilise this monitoring by collating and analysing this data to inform reflection, review, and ongoing planning, especially with the current policy changes impacting on training and delivery. Comprehensive follow-up with graduates, education providers, and employers will assist Kokiri to gauge the full

value of the training in preparing learners for higher levels of training or employment.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Feedback received from learners and some external stakeholders show that the programmes are valued by learners, their whānau, the marae, and the wider community. In addition to increased skills and qualifications, students and staff noted marked personal growth with a huge increase in self-confidence and self-esteem. Some students have gained part-time or full-time work, and also offer voluntary support to community projects, benefitting both the learner and the community.

Staff have excellent networks in the community, and reciprocal support is offered or provided through catering, liaison, and hosting services at tangi on the marae, for other institutes' graduations, for community events including Manu Korero and Polyfest (two regional secondary school competitions that lead to national involvement), and Christchurch earthquake fundraising activities. In return, the students gain work experience. Kokiri is implementing more formalised processes around stakeholder engagement and feedback. It is yet to fully utilise these networking opportunities to inform programme delivery.

Employment outcomes are recorded two-monthly post-course, but the evaluation team heard informally of the many achievements longer-term that have not been collated. Two of the current tutors are past students who returned to Kokiri once they were qualified in their field of study to do so.

A very large education institute, Te Wānanga o Aotearoa, is located physically within Kokiri's teaching facilities. However, it is not clear how many Kokiri graduates are accessing the programmes offered by Te Wānanga o Aotearoa, and nor is data collated about graduates who have accessed other higher-level institutes in the region, or how they have fared.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Kokiri promotes student-centred programmes. Entry interviews provide an opportunity to discuss the content of the programmes to ensure a good fit with the

student. The enrolment process has been reviewed and includes reviewed selection processes to ensure that only learners likely to succeed are selected. Learners' goals are set at enrolment and reviewed weekly (informally) and monthly (formally). Individual learning plans that clearly map learning pathways are reviewed constantly.

Efforts have been made to fully utilise the TEC initiative pertaining to literacy and numeracy. The TEC literacy and numeracy assessment tool is used to diagnose the support learners may need in order to minimise barriers to learning. Staff have noted the students who have progressed their literacy and numeracy capability, and they have been able to assist those identified through the assessment tool as requiring additional support.

It would be useful to gauge the progress for all learners in terms of literacy and numeracy. Individual records are tracked, especially those noting a need for additional support. Individual tutors track their students, but there is not an organisation-wide approach to collation, analysis, and action.

Whanaukatanga (relationship-building) and manaakitanga (care) are two of the values practised by Kokiri and are reflected in their weekly kai tahi (shared lunch), individual interactions, and catering for all the other events they involve themselves in to support the community. Maori students' cultural needs are met through tikanga practice, and non-Māori spoke of their appreciation of also benefitting from this learning.

In addition to current stakeholder input, feedback should include the value of the training. This would inform how well learner needs are met and whether training skills lead to further training opportunities or employment.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The quality and commitment of the teaching staff are strengths of the organisation. Recruitment includes staff initially selected for their empathy with the students, agreement with the values of Kokiri, and their subject knowledge. Through appraisals, Kokiri then ensures staff are upskilled in areas that require strengthening, such as teaching and assessment practice. Most staff have also completed literacy and numeracy training.

A cross-cultural approach to programme delivery utilises a range of concepts, tools, and shared responsibility in delivery, for example tuakana-teina² and ako³. Programmes include opportunities for practical application of learning in work experience blocks through the catering and hospitality programme and through organised sports and outdoor experiences. The FFTO programmes actively encourage students to find or maintain part-time work. Youth training students are placed in a work environment with appropriate supervision.

Staff are passionate and driven to support learners to achieve their goals and experience success. They manifest this by providing support outside class hours including attendance at sports activities and cultural events that the students may be participating in. All are engaged in ongoing professional development, which supports their learners to achieve. Examples of achievement in professional development include the National Certificate in Adult Literacy and Numeracy education (Vocational), the National Certificate in Adult Education, learning te reo Māori, and assessment and moderation training.

Following the resignation of a key staff member, management reallocated tasks to mitigate risk as a number of operations were previously placed with one person. This reallocation has also benefitted the organisation as staff members are now more familiar with quality assurance practices.

Weekly staff meetings provide opportunities for progress reports and to identify which students may require additional support to achieve individual goals and organisation targets.

As noted previously, engagement in the collation, analyses, and use of data across the organisation to better inform reviews, planning, and action would give a more comprehensive approach to self-assessment and support actions leading to actual improvements.

² Tuakana/teina refers to the relationship between an older (tuakana) person and a younger (teina) person and is specific to teaching and learning in the Māori context. Within teaching and learning contexts, this can take a variety of forms:

- Peer to peer – teina teaches teina, tuakana teaches tuakana.
- Younger to older – the teina has some skills in an area that the tuakana does not and is able to teach the tuakana.
- Older to younger – the tuakana has the knowledge and content to pass on to the teina.
- Able to less able – the learner may not be as able in an area, and someone more skilled can teach what is required.

http://www.tki.org.nz/r/hpe/exploring_te_ao_kori/planning/methods_e.php

³ Ako refers to reciprocal learning between the tutor and the student, and the student and peers.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Staff members seek and respond to learner formal and informal feedback to ensure they are fully supporting learners to achieve their educational and personal targets and goals. Staff are intent on reducing barriers to learning, including making the learning environment learner-friendly. An inclusive learning environment with small class sizes helps ensure that learners' identities, abilities, languages, talents, and ages are acknowledged and affirmed to provide the support that will meet their learning needs.

Students are well informed about course choices to ensure they make informed choices. Goals are set on enrolment, and are reviewed regularly (informally) and monthly (formally). Learners are actively encouraged to achieve their goals.

Kai tahi (shared lunch) occurs every Friday. This gives learners the opportunity to socialise across the programmes. The chef course learners use the kai tahi experience to practise their hospitality and catering skills.

Kokiri provides transport support where required. Learners are also instructed in how to use the city bus service to become more independent.

Where learners require external support beyond the expertise of teaching staff, collective networks are drawn on and utilised.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Kokiri has a clear direction and purpose formulated by the trustees and conveyed by the management to the staff. Annual plans are reviewed and changed to meet ongoing needs. Examples were provided of the organisation's responsiveness to change. Trustees are chosen for their skills base (education, tangata whenua, business, community networks) to support management. Governance and management ensure that the learners have every opportunity to complete nationally recognised qualifications with appropriate resources. Management reports regularly to the trustees on learner progress. It would be useful to provide analyses on the raw data, including trends over time.

Following the resignation of a key staff member, management and teaching staff realised how many key operations fell within this particular staff member's portfolio. Management moved to address this and the subsequent management of risk. Some tasks still need reinforcement, i.e. data collation and analyses. It will take

some time before the new roles and responsibilities are comprehensively incorporated into all operations. Moderation is an activity showing that the transition of responsibilities across the staff has worked well, and this example offers a template for the shift in roles in other areas.

Staff feel valued and access ongoing personal and professional development opportunities. They are encouraged to team-teach to provide a supportive teaching environment for both the learners and tutors. The general length of time (three to ten years) that teaching staff have been employed at Kokiri is testament to their enjoyment working there.

As previously reported, there is a need to utilise comprehensive self-assessment as an organisation.

Focus Areas

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

2.1 Focus area: Governance, management, and strategy

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

2.2 Focus area: Foundation Focussed Training Opportunities

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

2.3 Focus area: Youth Training

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or 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 EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz