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# Report of External Evaluation and Review

## Skills Update Training Institute

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 21 March 2018

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*Final Report*

# 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:	Skills Update Training Institute (Skills Update)
Type:	Private training establishment
First registered:	9 July 2002
Location:	Head office, 59 Tidal Road, Mangere, Auckland
Delivery sites:	59 Tidal Road, Mangere 15-17 Walters Road, Papakura 12-14 Cartwright Road, Kelston
Courses currently delivered:	<a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=932838001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=932838001</a>
Code of Practice signatory:	Yes (but no international enrolments)
Number of students:	Approximately 330 equivalent full-time students, funded by the Tertiary Education Commission. This includes Youth Guarantee learners and subcontracted delivery from some institutes of technology.  Approximately 600 places per annum for employment training and placements services for the Ministry of Social Development.  Approximately 85 places for the Ministry for Pacific Peoples.
Number of staff:	83 full-time, 23 part-time
Scope of active	Refer: <a href="http://www.nzqa.govt.nz/providers/nqf-">http://www.nzqa.govt.nz/providers/nqf-</a>

accreditation:	<a href="https://www.accreditations.do/providerId=932838001">accreditations.do?providerId=932838001</a>
Distinctive characteristics:	<p>Skills Update offers programmes ranging from entry- level to tertiary. Often this involves engaging learners whose needs are not been well met in previous education settings such as schools.</p> <p>27 per cent of learners identify as Māori; 36 per cent identify as Pasifika; 65 per cent are aged under 24 years.</p> <p>The PTE has had subcontracting arrangement for several years with institutes of technology/polytechnics.</p>
Recent significant changes:	Skills Update has refreshed its management approach since the last external evaluation and review (EER) with a new operations manager. Skills Update has also extended and improved its facilities to cater for larger numbers of learners.
Previous quality assurance history:	<p>The last EER of Skills Update was Highly Confident in educational performance and Highly Confident in capability in self-assessment. No recommendations were made.</p> <p>Positive external moderation outcomes with NZQA over many unit standards and the two relevant industry training organisations (Careerforce, Building and Construction Industry Training Organisation).</p>

## 2. Scope of external evaluation and review

The scope of the EER was:

- Youth Guarantee – National Certificate in Building, Construction and Allied Trades (Level 2)
- Certificate in Community Support Services – Care for the Older Person (Level 4); Training for Work (Ministry of Social Development provisions)

This selection ensured coverage of key areas of provision offered by Skills Update.

### 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](http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction) available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/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 consisted of three evaluators. Interviews (in person, groups, or via telephone) were held with:

- The director and other managers
- Academic staff in focus area programmes
- Organisational support staff and academic administration staff
- Learner groups in focus area programmes
- Stakeholders in focus area programmes, and wider community stakeholders.

The evaluation team is confident that sufficient staff, stakeholders and students were interviewed for evaluation and review purposes.

During the site visit, Skills Update provided the evaluation team with a range of operational documentation, including planning materials, management meeting minutes, quality management policies, enrolment information and policies, and course design, delivery and assessment materials. This documentation complemented the self-assessment information that had been submitted prior to the site visit. The evaluators undertook a sample review of all materials tabled.

#### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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<sup>1</sup>*
- *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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<sup>1</sup> 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.

# Summary of Results

## Statements of confidence on educational performance and in capability in self-assessment

NZQA is **Highly Confident** in the educational performance and **Highly Confident** in the capability in self-assessment of **Skills Update Training Institute**.

This evaluation finds there is convincing evidence that many learners at Skills Update are completing their qualification successfully, and in the process acquiring useful skills and knowledge that develop their social wellbeing and cognitive abilities. This is a strong outcome for many learners who have previously been unengaged and/or unsuccessful in other educational settings (such as school).

The qualifications and competencies gained are also relevant to employment opportunities; and the programmes offered are well matched with industry needs. For this reason, there is clear evidence that the delivery offered by Skills Update is supported by employers. Skills Update data shows that 78 per cent of graduates are either in work or further training/education in the year after they complete their studies.<sup>2</sup>

This evaluation finds there is good evidence that programme design and delivery is well matched with the needs of learners. Both learning materials and physical resources used by students at Skills Update are of high quality. Staff have appropriate sector experience and are skilled educators. In addition, individual student support tools identify the unique learning styles of students, and match provision with individual student learning goals. Skills Update is also conscious of the need to ensure its provision is well matched with the cultural and wider wellbeing needs of its predominantly Māori and Pasifika student body. Students, graduates, community stakeholders and employers have all attested for this evaluation and review that such approaches ensure Skills Update fosters an inclusive learning environment centred on student wellbeing and success.

Accordingly, this evaluation and review finds clear and comprehensive evidence that Skills Update is meeting the needs of its learner and other stakeholders, without any significant gaps or weaknesses.

Educational performance is supported and maintained by comprehensive self-reflective practices permeating throughout the organisation, which are led by senior management. In all NZQA evaluation areas – such as student outcomes, programme design and compliance – Skills Update has demonstrated that its self-

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<sup>2</sup> The evaluation team accepts this data as presented, although notes that some students in the health and community sectors were already in employment during their course of study.

reflection has been used insightfully to make comprehensive improvements to its educational offerings.

# Findings<sup>3</sup>

## 1.1 How well do students 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**.

In evaluating how well learners achieve, this evaluation has taken into consideration the extent to which learners complete their studies, acquire useful skills and knowledge (developing their cognitive abilities), and improve their overall wellbeing with enhanced abilities and attributes.

### *Education attainments, useful skills and wellbeing*

Tables 1-3 summarise course and qualification completion data since 2014, for Youth Guarantee, adults studying at levels 1 and 2, and adults studying in subcontracted provision delivered by Skills Update on behalf of some institutes of technology. Table 4 summarises Training for Work placement outcomes.

**Table 1. Skills Update – Youth Guarantee outcomes**

Completion percentages of courses and qualifications	2014		2015		2016	
	Course	Quals	Course	Quals	Course	Quals
All students	61%	52%	59%	49%	54%	43%
Māori learners	57%	44%	54%	43%	47%	34%
Pasifika learners	67%	59%	60%	47%	54%	45%

For this provision, Skills Update's continuous funding is linked to 45% course completion. This target was met by Skills Update in 2014, 2015 and 2016. Skills Update is aware of variance between different groups, and showed evidence of its strategies to reduce these, and also its target to improve both course and qualification outcomes. As noted below, Skills Update is adjusting its mix of provision to better suit learners who arrive with few (or no) existing unit standard outcomes.

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<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

**Table 2. Skills Update – Student Achievement Component levels 1 and 2**

Completion percentages of courses and qualifications	2015		2016	
	Course	Quals	Course	Quals
All students	75%	70%	55%	39%
Māori learners	74%	70%	49%	29%
Pasifika learners	72%	67%	55%	44%

For this provision, Skills Update's continuous funding is linked to 45% course completion. This target was met by Skills Update in 2014, 2015 and 2016. Skills Update is aware of variance between different groups, and showed evidence of its strategies to reduce these, and also its target to improve both course and qualification outcomes.

**Table 3. Skills Update – Student Achievement Component levels 3 and higher**

Completion percentages of courses and qualifications	2014		2015		2016	
	Course	Quals	Course	Quals	Course	Quals
All students	82%	65%	75%	100%	59%	12% <sup>4</sup>
Māori learners	62%	33%	93%	100%	78%	27%
Pasifika learners	84%	65%	61%	100%	57%	31%

For this provision, Skills Update's continuous funding is linked to 70% course completion. This target was not met by Skills Update in 2016. There is also significant variance between course and qualification outcomes which requires attention from Skills Update.

**Table 4. Training for Work – placement referrals**

Reporting period	1 July 2015-30 June 2016	1 July 2016-31 December 2016	1 January-30 June 2017
Percentage gaining a valid work placement	53%	47%	56%

This is the largest proportion of individual learners engaged with Skills Update. In this programme area, Skills Update is meeting its contracted requirements.<sup>5</sup>

Overall, the tables indicate positive learning outcomes across all delivery areas, although Skills Update must focus more strongly on ensuring qualification completions are achieved across the full student body. Notwithstanding, Skills Update is largely meeting its contracted targets, and many learners are acquiring the qualifications they are enrolled in. In addition to their formal qualifications,

<sup>4</sup> Skills Update submitted that this low percentage of qualification completions in 2016 arose from a change in delivery schedules, meaning many learners will complete their programme of studies in 2017.

<sup>5</sup> Note: during the period 1 July 2015 to 30 June 2017 the Ministry of Social Development (MSD) changed its reporting methods for this programme. The current data reflects the application of a consistent baseline as provided by MSD.

learners also have the opportunity to complete supplementary skills qualifications, such as first aid certificates and/or driver licences. These additional achievements are highly relevant and benefit learners directly in their career pathways.

Skills Update undertakes its own detailed self-assessment of educational performance; including sector benchmarking, outcome trend analysis, and ethnic group cohort analysis. During the evaluation, staff were able to articulate clear observations around changes in outcome trends – which have tapered off in some areas – which is resulting in a tightening of student demand in their service area. In particular, Auckland industries (such as construction) are experiencing rapid growth, making study less attractive to some, and schools that Skills Update works with are now positioned to retain Youth Guarantee learners for longer periods.

Both of these factors mean Skills Update considers it is now working with a challenging cohort of learners who have been more severely disengaged from study and work than previously.

Course and qualification outcomes data are consistent with comments made to the evaluators by learners and graduates. Interviewees considered that Skills Update had been highly useful in assisting them to improve their work-readiness skills and personal confidence. These views are also consistent with programme evaluation data gathered from programmes at the end of delivery. A Graduate Destination Survey is also used to understand employment outcomes after completion. This is undertaken in programme areas, and shows a four-year average employment outcome of 70 per cent. (A further 8 per cent report being in other education or training.)

Accordingly, from the information presented the evaluation team finds:

- There is strong evidence that Skills Update is focused on student achievement outcomes, including both formal qualification attainment and more generic work-readiness and social development competencies for the learners, and that this focus leads to good student achievement outcomes in most instances.
- Skills Update is meeting the contractual outcomes of its funders such as the Ministry of Social Development, the Tertiary Education Commission, and some polytechnics that purchase their services.
- There is strong evidence that well-designed and comprehensive self-assessment practices and tools have been implemented to monitor and improve student outcomes; and are now well used and understood throughout the organisation.

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

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**.

In evaluating the value of outcomes for key stakeholders, including learners, this evaluation has taken into consideration the quality of learning and how Skills Update engages with communities and identifies relevant stakeholder groups.

Skills Update identified learners and their families as its core stakeholder group. Accordingly, evidence and findings articulated in 1.1 are applicable. Namely, that students and graduates interviewed indicated that they valued the learning outcomes they gained at Skills Update. Some Youth Guarantee learners said their programme of study had been a very positive experience; this group felt their previous educational experiences (typically in schools) were suboptimal.

Skills Update has a process of gathering robust student destination and outcomes data (i.e. how many graduates carry on with study in other educational contexts, and/or gain employment). A sample of this data shows that 41 per cent of Youth Guarantee learners progress to further study – which is the objective of that initiative.

Supporting evidence for the positive educational setting at Skills Update was also submitted by community stakeholders who elected to participate in this evaluation. Evidence was given to show how Skills Update incorporates the needs identified through schools, community organisations, and social agencies in the youth and broader education sector. Māori and Pasifika representation was also included within this grouping, and Skills Update has also established an active and formal working relationship with a nearby marae to assist the marae to meet some of the needs of the community.

A third group of stakeholders identified by Skills Update was employers. For the evaluation and review employers advised that they found Skills Update services to be professional and in keeping with industry standards. From their perspective, Skills Update was meeting their expectations in terms of developing graduates who demonstrate work-readiness for industry.

To maintain stakeholder input, Skills Update uses a range of stakeholder engagement processes, including advisory groups and individual site visits. Advisory group meetings are formally recorded to allow input into programme design. Evidence of this was sighted.

A fourth stakeholder grouping is the wider education sector. Skills Update works with a range of local secondary schools and some polytechnics. These relationships are strong and allow schools and other education providers to make

confident referrals to Skills Update. Equally, some polytechnics have engaged Skills Update to deliver programmes.

Accordingly, from the information presented the evaluation team finds:

- There is strong evidence that learners and graduates – as the key stakeholder group – gain value from programmes offered by Skills Update.
- There is clear evidence that Skills Update is actively engaged with sector and community stakeholders to improve provisions for learners.
- There is clear evidence that reflective practices (such as graduate surveying and advisory groups) are mostly used to improve stakeholder engagement and ensure consistent stakeholder input into delivery.
- There is scope for Skills Update to ensure higher response rates and develop more comprehensive methods to analyse and report internally on findings.

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

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**.

Skills Update teaching staff interviewed for this evaluation and review had appropriate qualifications and sector experience for their areas of delivery. Peer teaching was used and a developmental programme was in place for new teaching staff. The maximum class-size teacher-student ratio was reported to be 1:20, although most classes are smaller than this. Students advise that, as well as teaching staff having good sector and subject knowledge, they found that their teachers could clearly articulate subject matters and maintained a friendly and inclusive style; allowing for positive learning experiences.

Programme resources in practical areas are provided by the relevant industry training organisation or contracted polytechnic. Staff supplement these materials with their own resources. Staff and learners consider that they have access to sufficient resources of suitable quality.

Assessment materials used are relevant to programmes, and staff were able to outline assessment methodologies. Skills Update undertakes sufficient pre- and post-assessment moderation of its assessment. Teaching staff are aware of the value of these processes to improve delivery practice. There are no external moderation issues arising, and evidence was presented to show improvements in this area.

Skills Update has also invested in renewed physical resources, and has significant plant and equipment for its trade-based learners. This allows for building/construction, engineering, horticulture, hospitality and other very useful 'real-world' learning opportunities on a regular basis. Safety modules are delivered first, thereby prioritising important knowledge and skills for subsequent learning to be undertaken. Literacy and numeracy testing is also undertaken at commencement for Youth Guarantee and health and wellbeing certificate learners, although it was not clear how this information is used to guide learners on an ongoing basis.

For health and wellbeing students, appropriate resources are also in place so that learners can practise core skills (for example, using a hoist to move a person out of a bed). Practicums can also be arranged by Skills Update staff, if required.

However, greater reflection on whether there is sufficient teacher-learner contact time is required, given that both learners and staff indicated that further contact time would be advantageous.<sup>5</sup>

Training for Work learners have a suite of computers so they can prepare their curriculum vitae and seek employment online, while developing greater information technology skills. Topics covered are highly relevant to client needs, such as interview preparation and time management.

Accordingly, from the information presented the evaluation team finds:

- There is good evidence that programme design and delivery is well matched with the needs of learners as the primary stakeholders.
- There is good evidence that learning resources are well designed and appropriate for the programmes reviewed.
- There is good evidence that the physical learning environment is of high quality.
- There is good evidence of a suitably experienced, skilled and engaged teaching team who are focused on ensuring positive outcomes for their learners.
- There is evidence of fair, valid and transparent assessment processes in place.

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

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**.

In evaluating how well learners are supported and involved in their learning, this evaluation has taken into consideration whether learners are provided with comprehensive and timely study information, continued support appropriate to their needs, an inclusive learning environment, and minimal barriers to learning.

As referenced in 1.3, Skills Update has a strong teaching staff, who are experienced educators. These staff are also responsible for providing more generic support to learners. For example, tutors in building and construction also arrange for learners to attend classes and, where appropriate, meet with whānau and families to facilitate better learning outcomes for their students. They also have a range of extra resources available, such as safety clothing.

Students at Skills Update also set their own initial learning goals on commencement. A learning style diagnostic tool is also used on enrolment so that learners and tutors are aware of individual learning styles. Skills Update would benefit from extending the use of these tools so that progress against goals at a learner level can be recorded (and revised if not as expected).

Skills Update incorporates aspects of tikanga Māori into its learning environment. For example, there are staff who speak Te Reo Māori, carvings from workshop sessions adorn the facility, and modules on the Treaty of Waitangi and the place of tangata Māori are incorporated into health studies. Skills Update also seeks to acknowledge and uphold Pasifika cultures, and again the organisation deliberately engages staff with language and cultural competency from a range of Pasifika locations. This helps to build a connection for students to engage and interact with the learning environment.

Skills Update also maintains a re-enrolment process for learners who have their studies disrupted. This means that, even without funding attached, where appropriate Skills Update will allow learners to return and complete a qualification after a period of absence.

There is some awareness within Skills Update of the non-educational barriers to learning that some students face (such as unstable housing, home-life difficulties, etc). Skills Update was able to demonstrate how they monitor such welfare matters. There is some use of external support agencies to assist in this area (for example, drug and alcohol counselling), although this is not systematically delivered to all learners.

Accordingly, from the information presented the evaluation team finds:

- There is good evidence that students are supported and involved in their learning.
- There is evidence that Skills Update has generally self-reflected on what type of support its learners require while at Skills Update, and how this can best be delivered in the cultural context of its student body.

### 1.5 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**.

This evaluation has considered how well managers and governors respond to change, use results of self-assessment for improvements, have a clear organisational purpose, balance innovation and continuity, provide effective leadership, allocate resources, ensure policies are legal and ethical, and value staffing contributions.

Skills Update has a clear mission and associated education values. The mission is:

‘Facilitating the transition of youth and mature community members who experience difficulties in engaging and sustaining employment or further education to the point where they can maximise their capabilities through having acquired work ethics, functional life skills, financial independence and self-esteem; successfully integrating them into the workforce or continue higher education and if already in the workplace, attain higher levels of skills and qualifications.’

During interviews, staff were consistently able to articulate that improving outcomes for otherwise disadvantaged learners was their priority, and that Skills Update has a philosophy of believing in the potential of learners, regardless of the past education or social barriers learners may have experienced.

At the time of this evaluation and review, Skills Update was renewing its overall management approach. It had previously used a decentralised model, with all divisions/schools working independently under the direction of a general manager. This year, however, Skills Update has implemented a centralised management committee so that information and ideas can be better shared among the various divisions/schools. The emerging impact has been positive, with senior managers advising that they feel more informed and supported in their areas. Going forward, this grouping needs to orientate its agenda and energies towards learner outcomes to ensure a shared understanding of the breadth and depth of delivery issues (for example, receiving progress reports, etc).

In addition to the different divisions, Skills Update also maintains a separate registry/quality assurance unit. This team works to ensure full academic compliances across all teaching areas; for example, by quality assuring assessments and managing moderation processes. This is good practice and provides a useful double-check for Skills Update.

Skills Update also has clear business management planning materials and quality management documentation to guide its operations (along with operational procedure documentation). Policies in key areas, such as student fee refunds and student complaints, are in place.

Skills Update staff report that they feel valued and supported in their roles. There is professional development available for academic staff.

Accordingly, from the information presented the evaluation team finds:

- There is evidence that governance and management is generally effective in supporting educational achievement; however, a renewed focus on achieving educational and qualification outcomes evenly across all cohorts of learners is required.
- There evidence that the management team at Skills Update is fully engaged in continuous self-assessment processes.

## 1.6 How effectively are important compliance accountabilities managed?

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**.

This evaluation has considered how well staff, particularly key managers, effectively manage important compliance and accountability matters.

For this evaluation and review, the evaluation team asked sample questions in three areas with specific compliance requirements: tertiary education policy settings, health and safety, and employment matters.

In relation to tertiary education policy settings, the Tertiary Education Commission audited Skills Update in 2016. The commission found Skills Update needed to ensure offers of placement letters are provided to all learners in a timely manner, and that a memorandum of understanding/contract for service was required for the delivery of first aid training. The commission also commended Skills Update for proactively communicating a reduction of provision to them, and requested a revised Single Data Return be submitted to account for the change in student numbers.

At the time of the evaluation there were no current tertiary education policy compliance matters arising. The director also attested that there were no legal or ethical matters arising that NZQA ought to be made aware of.

Skills Update was able to demonstrate its health and safety policy and associated procedures. This included an up to-date risk registry. There were no matters arising.

Skills Update advised that all staff have employment contracts. As noted in 1.5, staff feel valued and supported in their roles.

Through these sample areas, Skills Update has demonstrated that it has a strong understanding of its compliance requirements both within the tertiary education sector and more broadly.

The evaluation team finds that:

- Skills Update has in place clear systems to manage programme compliance and tertiary education sector policy requirements more broadly.
- Skills Update has in place clear systems to manage its compliance and accountability responsibilities outside of tertiary education policy areas, with robust self-reflective evidence in the sample areas selected for this evaluation and review.

## Focus Areas

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

### 2.1 Focus area: Youth Guarantee – National Certificate in Building and Construction (Level 2)

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

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

### 2.2 Focus area: Certificate in Community Support (Level 4)

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

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

Refer to information in section one, particularly 1.3 and 1.4.

### 2.3 Focus area: Training for Work (Ministry of Social Development provisions)

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

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

# Recommendations

It is recommended that Skills Update:

- Undertake assessments of the progress learners make towards their individual learning plans, and establish appropriate organisational goals and reporting in this area.
- Focus its renewed management committee more strongly on educational outcomes.

# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 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 External Evaluation and Review (EER) Rules 2013.*

*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](http://www.nzqa.govt.nz)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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