



# Report of External Evaluation and Review

Trade and Commerce Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 27 October 2011

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	5
3. Conduct of external evaluation and review.....	6
Summary of Results .....	7
Findings .....	10
Recommendations .....	20
Appendix .....	21

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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

Location:	Napier Service Centre, 31 Edmundson Street, Onekawa, Napier
Type:	Private training establishment
First registered:	1987
Number of students:	Domestic: 599 equivalent full-time students The split is: <ul style="list-style-type: none"><li>• 216 Youth Training (Tertiary Education Commission (TEC)-funded)</li><li>• 232 Training For Work Training Opportunities</li><li>• 151 Foundation Focused Training Opportunities</li></ul> International: not applicable
Number of staff:	79 full-time staff (57 full-time teaching staff) 23 non-teaching staff Three part-time staff
Scope of active accreditation:	<ul style="list-style-type: none"><li>• National Certificates in Business Administration and Computing (Level 2), Computing (Level 2), Retail (Level 2),</li><li>• National Certificate in Hospitality (Entry Skills) (Level 2)</li><li>• National Certificate in Educational Achievement (Levels 1 and 2)</li><li>• National Certificate in Hospitality Food and Beverage Service (Level 2)</li></ul> Provides entry-level tertiary education study to youth

and mature students towards:

- National Certificate in Motor Industry (Foundation skills) (Level 1)
- National Certificate in Horticulture (Practical) (Level 1)
- National Certificate in Meat Processing (Introductory) with optional strand in Workplace Safety and Health (Level 1)
- National Certificate in Food and Related Products Processing (Level 2)

Sites:

In addition to the main Napier Service Centre, Trade and Commerce offers 47 programmes delivered across 21 sites from Pukekohe to Timaru, and two sites deliver programmes to alternative education students under contract to a secondary college.

Distinctive characteristics:

Trade and Commerce provides TEC and Ministry of Social Development (MSD)-funded programmes, which include workplace training, and is one of the largest targeted training providers of Youth Training and Training Opportunities courses. Learners have low or no school qualifications and many are already disengaged from education before enrolling. MSD learners are identified as medium-to-high risk on referral.

Trade and Commerce does not offer any Student-Achievement Component (SAC) programmes.

Trade and Commerce teaching sites are managed by a regional team based at the Napier Service Centre to ensure that the organisation's centrally managed quality system is applied across each site.

Programmes are developed in consultation with students, local industry, and government agencies. Programmes may focus on a particular industry, for example automotive trades, meat and food processing, café and bar. Other courses help learners to gain unit standards on the New Zealand Qualifications Framework (NZQF) and the skills needed for employment.

The organisation works in partnership with two large providers through a collaborative-funded project

(National Centre for Tertiary Teaching Excellence) to evaluate a strengths-based framework. Trade and Commerce has developed My Voice, an approach using the strengths-based framework which supports positive transition into education or employment pathways.

Recent significant changes: A new contract has been undertaken with the Ministry of Social Development (MSD), with funding restrictions which require adaptation of programmes.

Previous quality assurance history: The organisation was previously quality assured in 2007 by NZQA and met all but one requirement. The one requirement not met related to assessment and moderation which has since been addressed.

## 2. Scope of external evaluation and review

The agreed scope of the external evaluation and review of Trade and Commerce Limited included the following mandatory focus area:

- Governance, management, and strategy.

The two other focus areas were:

- Youth Training programmes

This focus area was chosen as it is a 48-week programme for youth aged 16-17 years with the outcomes being sustained occupancy and positive outcomes to further training or employment.

- Foundation Focused Training Opportunities (FFTO)
- Training For Work Training Opportunities (TFW)
- Workplace Training

The three programmes included in this focus area were chosen because a change in funding reduced the period of training to either 13 or 26 weeks, based on the learner's likelihood of long-term benefit dependency, or to a 12-week workplace training programme. These programmes are for more mature learners aged 18 years and over. Trade and Commerce has a combination of FFTO and TFW learners on these programmes.

### 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 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-eer/introduction/>*

Trade and Commerce provided the external evaluation and review team with a self-assessment summary which identified self-assessment activities undertaken in the last three years and the timelines for completing further actions as a result of the self-assessment. Also provided were industry reviews, an outline of My Voice (a learner engagement framework), and the quality review template.

The evaluation team comprised one lead evaluator and two team evaluators. The team visited Trade and Commerce for four days at the Napier and Hastings sites and a further one day at the Porirua and Pukekohe sites.

During the visits the evaluators met with the managing director, the senior management team (consisting of the managing director, assistant to the managing director, operations manager, projects manager, and academic manager), teaching and training support staff, 12 groups of students, graduates, and employers and reviewed a sample of the organisation's documentation to confirm and validate the evidence discussed with the personnel above.

Trade and Commerce has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Trade and Commerce Limited**.

Over the past three years, Trade and Commerce has exceeded the required TEC educational performance indicators target of 60 per cent positive outcomes and has shown continual improvement each year with rates of 67 per cent, 71 per cent, and 80 per cent overall outcomes recorded for Youth Training, and 66 per cent, 71 per cent and 78 per cent for Training Opportunities programmes.

Students at Trade and Commerce achieve well in their respective learning areas. In 2010, 599 learners gained 663 qualifications through Trade and Commerce.

Until this year, the Youth Training and Training Opportunities (TOPs) programmes were funded by the TEC. For 2011, some TOPs programmes are now being funded by the Ministry of Social Development (MSD) whereby their clients' allocation of training was reduced to either 13 or 26 weeks based on their likelihood of long-term benefit dependency. This change in allocation of funding is a significant change to the 48-week TOPs programmes previously offered and has presented a challenge to Trade and Commerce and may have some impact on achievement rates for 2011.

Trade and Commerce has strong leadership and an effective senior management team with clear purpose and direction. The senior management team is proactive and strategic, with an adaptive culture and the ability to change quickly and effectively to meet the demands of funders, learners, staff, and industry. An example is the ability to adapt processes and activities quickly to meet the specific requirements of each funding partner. This was evidenced by the organisation's ability to review its processes and manage the recent funding adjustments carefully, along with supporting staff through the cultural change.

Trade and Commerce works collaboratively with the TEC, MSD, and two large training providers and maintains a positive relationship with regional MSD offices which can also access learner information directly from the organisation's comprehensive learner management system to assist Trade and Commerce to manage its clients' needs (with appropriate legal permissions). The learner management system is central to improving learning outcomes as it provides Trade and Commerce with comprehensive and real-time data on all learners.

Trade and Commerce continues to respond to regional employment needs and consults regularly with external stakeholders. It has a three-yearly industry review cycle which provides up-to-date information on industry and trends on the relevancy and need for ongoing training programmes within the sectors covered by the organisation. The TEC has allowed Trade and Commerce to determine which programmes can be offered where because of its knowledge of provision needs and its successful track record.

The Napier site (the Napier Support Centre) is the main provider of student and staff support, services, and resources for the 23 sites. A supportive “family” atmosphere was evident at the Napier Support Centre and the other sites visited, and the complementary skills of management and staff ensure a concentration of effort and resources where required. This was also apparent to the evaluation team during interviews with staff, where staff expressed their high regard for the organisation as well as their high expectations for student engagement and achievement.

The groups of students interviewed confirmed a clear direction and commitment to learning and a strong focus on either gaining credits and/or employment. They emphasised the valuable guidance and support and pastoral care they received from qualified programme managers.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Trade and Commerce Limited**.

Self-assessment is robust, planned, and effective. Trade and Commerce has a well-established culture of closely monitoring ongoing performance and has moved from paper-based methods of communication, outcomes reporting, analysis, monitoring, and reviewing to a computer-based learner management system which can analyse and monitor all aspects of its operations and provide documentation and statistics on learner engagement.

Systematic and effective capability in self-assessment is evident from the use of the learner management system, whereby the organisation can track and monitor attendance, learner engagement, credit uptake, moderation, learner progress, and outcomes. Analysis of the data then helps management to identify the need for any improvements to ensure the organisation continues to meet the needs of learners and other stakeholders.

Management can access accurate learner progress and achievement data for any student, class of students, or overall student body at any one time from the learner management system which is central to improving learning outcomes. Tutors (called programme managers) use the learner management system to manage all aspects of learner engagement.

Trade and Commerce tracks the progress of every programme each month through a contract performance report. This is a key tool prepared by the operations manager from the learner management system data and is shared with other senior managers. Through this report, trends in learner engagement and achievement are monitored and, if any area looks to be at risk, management determines the type and level of additional support required to support learners or teaching staff. For example, if there was a credit-uptake issue at a particular site, the management team may determine that the academic manager be charged with providing further assistance to a programme manager in curriculum delivery and assessment areas. The learner management system has multiple views and the client external agencies can access the tool to support and keep abreast of the outcomes of their funded learners.

Trade and Commerce operates a learner engagement framework tool called My Voice which is based on the themes of engagement covering early success and positivity, making

connections, developing personal strengths, personal responsibility, clear credit/qualification and/or employment pathways, and strong support networks. The tool can be used for both formative and summative measurements and analysis of staff and learner engagement. Trade and Commerce trialled My Voice in 2010 and is now rolling it out into all programmes. Ako Aotearoa (a national organisation which aims to foster tertiary teaching excellence) expressed interest in the My Voice initiative and the tool has been the focus of educational research on innovative practice.

Staff, including management interviewed at this evaluation, and documents reviewed showed a consistent focus on self-assessment and ongoing improvements and a cohesive approach to monitoring the organisation's performance. For example, operations staff meet fortnightly to discuss and analyse issues and subsequently report to management. If necessary, meetings are called during the two-week turnaround to address particular issues.

To ensure ongoing stakeholder relevance, all programmes offered undergo an industry review process. This looks at clusters of programmes and considers whether the content and delivery style remain relevant to the sector. The reviews are undertaken every three years which ensures provision is regularly reviewed and updated. If necessary, Trade and Commerce changes programmes that no longer suit industry and learner needs and the demographic and social aspects specific to each site. An example was the changing of a meat processing course as a result of the closure of a meat processing factory and redirecting the programme towards broader food-handling skills. This exemplifies the "just in time" response, aligned with long-term plans, as a result of careful analysis of review material.

Trade and Commerce completed a self-assessment analysis of its current training and funding system following a new funding contract, and the result was an occupancy training strategy using My Voice as the framework for change. The organisation has responded effectively to the changes in funding and has a transition plan which focuses on a strengths-based approach to assist learners to achieve their employment goals and to enhance their engagement and achievement on their programme.

## Teo Response

Trade and Commerce Limited has confirmed the factual accuracy of this report.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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**.

Trade and Commerce measures formal educational achievement through occupancy (participation in learning), outcomes (learners going on to further education or employment), and credit uptake (the formal acknowledgement of competencies on the New Zealand Qualifications Framework) and has consistently exceeded its overall performance target of 60 per cent positive outcomes as set by the TEC. In 2010, from the 51 programmes offered, 50 met the educational performance targets with the remaining programme being restructured.

Over the past three years, Trade and Commerce has shown continual improvement each year with overall outcomes of 67 per cent, 71 per cent, and 80 per cent for Youth Training, and 66 per cent, 71 per cent, and 78 per cent for Training Opportunities programmes. Trade and Commerce has informally benchmarked these figures against another provider of similar size and scope and notes that they compare favourably.

A significant number of students in the 47 programmes offered have low or no school qualifications. Many are young and already disengaged from education, and many obtain their first credits and qualifications at Trade and Commerce. As a result of thorough processes during enrolment, which involve programme managers ensuring that unit standards achieved elsewhere are included in the learner's individual learning plan, many learners are completing national qualifications. In 2010, 599 learners gained 663 qualifications.

Trade and Commerce has a clear focus on student achievement, whether it is through occupancy, outcomes, or credit uptake, and staff and students interviewed expressed a high level of confidence in the courses and qualifications being completed and/or employment outcomes. Those staff and students interviewed during the evaluation confirmed that students gained additional personal skills from the programmes. The students outlined significant improvements in their personal development, attitudes to study and work, and self-esteem and well-being and provided the evaluators with examples of benefits from their personal growth.

Employers interviewed at this evaluation commented that students on work experience, and graduates who have gained employment, demonstrate a good level of ability with appropriate work-ready skills and attitudes to work, and noted their willingness to recruit further graduates from Trade and Commerce.

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

Trade and Commerce has a comprehensive process for monitoring and reporting against individual learner and programme progress. The organisation monitors and tracks students' achievements using an online learner management system. The management team is able to track the progress of every programme via the system through contract management reports, where trends in student achievement are monitored and assessed for the need for any additional support and the type of support required. Trade and Commerce programme managers and the senior management team use the learner management system to manage all aspects of learner engagement and achievement. Comprehensive tracking of learner destinations to employment or further training or the reason for non-achievement are also contained on the system and can be accessed when required.

## 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 **Excellent**.

Trade and Commerce offers programmes aligned to increasing the number of young people moving successfully from schools into tertiary education, improving literacy and numeracy skills, and achieving sustainable employment.

There is evidence that Trade and Commerce has ongoing engagement with community stakeholders and ongoing formal and informal stakeholder feedback. As part of their role, programme managers engage with community stakeholders on a regular basis to ensure programmes are aligned with employer expectations and are valued within the community.

Trade and Commerce contributes to local communities by offering training in fundamental skills in work application and basic knowledge in specific subject areas. The training is valued by those employers who have taken learners for work experience as they are able to appraise the learner's aptitude for the job which is confirmed by feedback to programme managers and repeat offers for work experience placements.

The organisation uses a useful process of "engagement first – results second", which involves learners progressing through activities that support a consistent engagement experience using the learner engagement tool, My Voice. Individual learning plans are created aligned to learners' strengths to assist them in meeting their achievement needs. They learn self-management, goal-setting, and planning and gain self-esteem, self-confidence, and attitude change. The early success and positivity helps to engage the learners and has a flow-on effect, encouraging learners to stay with the course and increasing the likelihood of their gaining employment or going on to further study. For some learners, this is the first time they have gained any credits or qualifications.

Learners acknowledged the value in their training and the value of attending class, gaining skills, achieving credits and qualifications, and improving their literacy and numeracy skills. They outlined the useful tools learnt to prepare them for employment, including the work ethic skills of time management, attendance, presentation, and good work attitudes. Examples were given of the ability of learners to apply their learning immediately, for

example the application of health and safety in the workplace and at home, hospitality students applying their knowledge of food safety skills, numeracy skills assisting horticulture students, and skills enabling learners to give presentations with relative ease.

Learners outlined the impact their learning and ongoing achievement had on their families and caregivers. Many examples of this were given by the learners. One example included a solo dad outlining his son's keen interest in what he was learning and his son's subsequent renewed interest in gaining knowledge. Another learner was keen to acknowledge a change in his relationship with his family and the respect he had gained as a result of his achievements. A graduate achieving two national certificates and employment related to her training spoke of her family's initial misgivings about her wanting to undertake training and then pride following her achievements.

Training for Work students go straight into work experience and staff keep in regular contact with employer and learner as progress is initially informally monitored daily to enable quick and real-time response to any issues that may arise. Repeat work experience offers show that this ongoing, supportive practice achieves results. An example was given by a large employer in the region who outlined that, as a result of the work experience placement, he had employed three learners and was now keen to employ another as one had gained advanced employment elsewhere.

Graduates outlined their employment outcomes and all noted the effect their success had had on their life and the influence it had on their whānau and friends. A student on a sickness benefit was referred by a case manager to Trade and Commerce, and after one year achieved two national certificates and is now managing a bar and has gained a Licence Controller Qualification and a General Manager Certificate from the Hospitality Standards Institute.

A number of stakeholders told the evaluation team how much they valued the training offered by Trade and Commerce.

### 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 **Excellent**.

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

All programme managers engage with community stakeholders including MSD staff, Work and Income New Zealand (WINZ), community provider organisations, and whānau on a regular basis to discuss the programmes available and to ensure stakeholder expectations are met. Formal and informal stakeholder engagement is an integral part of course development and content as the industry advises, guides, supports, and endorses the programmes delivered at Trade and Commerce. Programme success relies on the programme manager having strong industry and employer relationships to enable a good match of programmes to employer needs. Where necessary, the training is changed to support development of the identified needs. Industry needs are gauged through work experience opportunities and feedback from workplace placements.

To ensure ongoing stakeholder relevance, all programmes offered are reviewed through an industry review process. This looks at clusters of programmes and considers whether the content and delivery style remain relevant to the stakeholder. The reviews are undertaken every three years which ensures provision is reviewed and updated on a regular basis.

Monthly reporting on individual programmes ensures that those programmes can change with the requirements of the target demographic and that stakeholders' (including learners') needs are met.

Regular analysis of student evaluations, one-to-one sessions between the programme manager and learner, and ongoing, informal feedback assure the organisation that the programmes are matching the needs of the learners. This was also confirmed by graduates interviewed at the evaluation.

Programme managers regularly meet with learners individually to discuss and review their qualification or employment goals using the coaching aspect of My Voice. These goals are used to ensure there is a good match between the expectations of the learner and the programme offered.

Suggestions by staff or students for improvements to courses and programmes are reviewed by the senior management team and, if applicable, adjustments are made. Management, programme managers, and learners were able to cite examples of how course content and delivery methods had been changed as a result of feedback from the learners.

The workplace training programme takes the more work-ready mature students referred by WINZ into the workplace and supports and monitors their progress. It is focused on giving clients a placement of 12 weeks in a workplace to allow them to gain experience. This can lead to employment in the industry or with that specific employer.

It was apparent to the evaluation team that Trade and Commerce has numerous mechanisms to ensure programmes and activities match the needs of stakeholders.

#### 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 **Excellent**.

Trade and Commerce teaching practice is directly informed by the use of the My Voice framework, and the organisation's academic research activities are informed by strengths-based learning models. The strengths-based approach is embedded throughout each programme and enhances skills development through the identification and use of personal strengths. The framework supports both individual and collaborative learning. The content is linked to unit standards and qualification achievement. The evaluators saw and heard the plans of learners which included their employment goals, skills to be gained on the programme, literacy and numeracy goals, their support network, and their strengths as a result of working through the framework modules.

The My Voice strengths-based framework is also applied to teaching staff. Their strengths are identified and utilised by matching them to particular cohorts of students who would benefit from those skills.

Training delivery is focused on employment outcomes and industry-related unit standards that are often prerequisites for employment, for example health and safety, food safety skills, forklift licences. These are included in the programme outcomes, together with work experience elements to assist the learners' transition to employment.

The evaluation team observed a positive and active learning environment with a high level of engagement between programme managers and learners. Learning is applied with theory and practical skills aligned. It was clear that the learner-teacher relationship and interaction was positive in all cases and it was felt that this has contributed to learner engagement and achievement.

Trade and Commerce has effective teaching staff recruitment processes to ensure employment of staff with skills in education and industry and with real-life experience. Programme managers have a two-week orientation and induction period whereby support and training is provided to ensure they quickly become familiar with the educational approach and systems at Trade and Commerce. This has recently been altered to include the requirements of the funding change and to meet the needs and goals set by management to encompass the strengths-based approach to learning through My Voice and the fostering of strong programme manager and employer relationships.

The organisation's quality assurance manager focuses on ensuring that the delivery of programmes is consistently high and ensures a good match of programme and learner needs. Twice-yearly programme reviews (called quality reviews) involving learners and stakeholders are carried out and analysed and changes initiated to ensure continued quality and relevance.

Self-assessment involves staff reflecting on their practice for effective teaching. To support effective teaching practice, a full-time training manager works with programme managers to develop a plan to ensure they have the skills and knowledge to deliver their programmes to support ongoing training and upskilling.

Professional development is made available to all staff and is tracked and monitored by the training manager. If adult education qualifications are required, these are also provided as all teaching staff are required to hold unit standard 4098 *Use standards to assess candidate performance* and have training to implement embedded literacy/numeracy and the TEC learning progressions. Teaching staff are also encouraged to attend industry training organisation meetings to understand their particular unit standard assessment requirements within the programmes.

The training manager is located at the Napier Support Centre and is available at all times for online (webinar) discussions and has regular Friday webinar sessions for those who require support and encouragement. Regular visits are made to the training sites to review delivery, observe teaching, and ascertain training needs. The evaluators observed a webinar training session between the training manager and a programme manager at a remote site where support was being given on a particular process on the learner management system. This attention to providing training support as required, in addition to planned professional

development, ensures teaching staff are well resourced in their delivery, thereby improving teaching effectiveness.

All teaching materials and assessments are created centrally by a curriculum designer as the organisation requires programme managers to focus on facilitation, teaching, and employer relationships. The assessments are pre-moderated. Post-moderation is completed online through the learner management system. Marked assessments are moderated regularly and, if issues arise a “traffic light system” is used. A red code denotes there are serious assessment issues and all assessments by the Programme Manager are to be moderated prior to resulting. A yellow code denotes that credit uptake must be monitored and additional assessment moderation requests will be made to ensure correct assessment practice is being followed. A green code denotes that 10 per cent will be moderated. When a red code is noted, the academic manager is notified and, if training is required, the training manager is involved. External moderation reports note that assessments meet the national standard; however, NZQA notes that some unit standards were not listed on the assessment plan and this has been noted and is being dealt with by the academic manager.

## 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**.

Because of the nature of the learners, guidance and support is a fundamental aspect of Trade and Commerce’s delivery and goes hand-in-hand with effective teaching.

The induction for learners is centred on ensuring they are made aware of the expectations and values of Trade and Commerce and on developing good relationships with other learners and their programme manager. Trade and Commerce enrolls many Māori learners, so a proportion of the induction initiative has a strong Māori perspective whereby learners can share pepeha and tell their stories of how they arrived at Trade and Commerce.

The programme managers work closely with community welfare agencies and are able to assist learners to access other types of support (such as WINZ, health services, food banks, police) if required. Unit standard 526 *Describe community services* is integrated into the programmes to ensure learners know the support services available to them within their community.

Comprehensive enrolment processes are in place and signed enrolment forms are faxed to the Napier Support Centre to be processed. Learners are able to withdraw and enrol on another programme within five days if they find the initial programme does not suit their needs. Processes are implemented and continually reviewed to capture accurate and valuable data of attendance, progress, and feedback from the students.

Programme managers and support staff can track the progress of the learners through the learner management system and can quickly determine any issues with attendance, assessment, or credit uptake and can deal with the issue immediately. Ongoing review of student achievement as well as responses from student surveys lead to improvements to delivery and student support.

Programme managers check learner attendance daily through the learner management system where non-attendance triggers a red flag which is reported through the system to Napier Support Centre and to the respective funding body. The learner management system is programmed to align the outcomes for learners to the requirements of the respective funding bodies to enable a quick response by management when there is a mismatch.

Any member of the management team can check at any time on any learner, their learning goals, their weekly progress, and their achievements to date. Using the information in the learner management system, trends can be noted as to which site, programme manager, or learner may require help and support. The operations manager and training manager are then able to organise support processes to be put in place immediately.

Programme managers are managed and supported in the facilitation of the new strengths-based approach framework, My Voice. This tool builds on interpersonal relationships among teaching staff, students, and agencies.

The ratio of learner to programme manager is low and the small class sizes ensure students have continual access to guidance and support from their programme manager. Learners interviewed by the evaluators spoke of the care, support, and professionalism of the programme managers and noted that these factors helped them with their learning, their attitude to learning, and the achievement of their goals to the successful completion of credits and employment. Goal planning is part of the My Voice framework and is reviewed regularly every two, four, and eight weeks by programme managers with the learner to ensure they are on track in their objectives for achievement.

The evaluation team observed that staff and students enjoyed an open, supportive, and caring learning environment. This open-door policy allows students to have access to tutors outside the classroom sessions, and students are continually receiving feedback on their progress. The one-to-one sessions, formally called “coaching”, are recorded on the learner management system.

The teaching and learning resources vary from course to course depending on the type of course, whether youth or mature, the qualifications offered on the course, and sometimes the qualifications of the teaching staff. Resources are managed through the Napier Support Centre and programme managers can order resources which are despatched promptly. Each programme manager has a small fund for incidentals to ensure “just in time” resources are available when required. Trade and Commerce administers the payment of learner travel subsidies on behalf of both the Tertiary Education Commission and the Ministry of Social Development.

Post-placement support is part of the ongoing support for learners on work placement. Phone calls and a face-to-face visit occur up to 91 days after placement date.

It was evident to the evaluation team that the robust support processes in place bolster learner education outcomes.

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

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**.

The managing director is effective in making the purpose and direction of Trade and Commerce very clear to all staff and stakeholders by describing the student-centred approach as “student up” rather than “management down”.

The senior management team has responsibility for governance and management. The team is small, with a flat structure, and is located at the Napier office with operation, training, curriculum design, information technology, and general support staff. Decisions that impact programmes and learners are researched before implementation.

During the evaluation, and from the visits to sites at Napier, Hastings, Porirua, and Pukekohe and the various conversations with management, staff, and students, it was evident that there is a consistency between all the sites visited, whereby the administration, teaching, and learning and support services are comparable. Excellent communication processes are in place across all sites visited, with the strategic use of email, webinars, site visits, meetings, one-to-one discussions, and online discussion forums and announcements on the learner management system.

The senior management team has a clear vision, purpose and direction, with the central focus on anticipating and responding to change to ensure positive learner outcomes and to be aware of the need to ensure a balance of continuity and innovation. Management support for learner achievement and outcomes is evident in the well-planned strategies being implemented as a result of funding changes, the phasing out of the old systems, and the carefully planned transition process and planned roll-out of new systems.

Delegations are well managed, and the complementary skills of management and staff enable ongoing, active self-assessment for continuous improvement. Management is open and transparent, welcomes input from staff, and supports and values all self-assessment activity and its outcomes.

Management closely monitors programme attendance and achievement figures along with feedback from students and acts quickly when changes are required to programmes, staffing, training, or funding for resources. The team ensures there are minimal barriers to learning through the appointment of well qualified staff, good teaching facilities and classrooms, and comprehensive investment in transition training and employer and stakeholder relationships.

Every aspect of programme delivery is managed via the learner management system, including curriculum delivery guides, quality management system policies, student and programme achievement reports, moderation, and feedback from learners. All staff have access to the system to support smart information transfer and knowledge.

Good employment outcomes for learners are evident from the strong links and positive industry focus embedded into all areas of the organisation as driven by management.

Most programme managers interviewed by the evaluation team saw professional development as relevant and valuable and felt well supported by management.

A high percentage of staff have been employed at Trade and Commerce for four years or more. Management is aware of the change in the role of the programme manager from teacher to one of work broker as Trade and Commerce works to continue to meet required funding outcomes. There has been a 50 per cent turnover of programme managers since introducing the changes, although Trade and Commerce believes that this situation has since stabilised.

The management team at Trade and Commerce continually reviews and updates its practices which underpin the continuity of programmes, while they research and explore innovative ways of maintaining the comprehensive service to learners and stakeholders and support to staff.

## Focus Areas

### 2.1 Focus area: Governance, management, and strategy

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: Youth Training (TEC-funded)

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

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

### 2.3 Focus area: Adult – Foundation Focused Training Opportunities (FFTO), Training For Work (TFW) Workplace Training

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

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

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*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 courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria 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](http://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/>*

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