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External Evaluation and Review Report



Achievement NZ Limited

Date of report: 18 November 2019

About Achievement NZ Limited

Achievement NZ provides level 1-3 programmes for students not in employment, education or training. Students have the opportunity to achieve NCEA Level 1 and 2 and develop work-readiness.

Type of organisation:	Private training establishment (PTE)
Location:	31 Edmundson Street, Onekawa, Napier Programmes are also delivered at nine other North Island delivery sites: Pukekohe, New Plymouth, Hastings, Napier, Whanganui, Palmerston North, Levin, Masterton, Paraparaumu, Porirua.
Code of Practice signatory:	No
Number of students:	Domestic: 138 enrolled as at June 2019 64 per cent Māori and 18 per cent Pasifika
Number of staff:	37 full-time equivalents
TEO profile:	See Achievement NZ Ltd on the NZQA website
Last EER outcome:	In 2015 Achievement NZ Limited (previously Trade and Commerce Centre Limited) was Highly Confident in both educational performance and in capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• My Voice – Achievements (Level 1) – programme with the highest enrolments• Careers in Information Technology (Level 2) – provides a pathway from foundation level 1 programmes
MoE number:	9384
NZQA reference:	C35393
Dates of EER visit:	10 and 11 September 2019

Summary of Results

Achievement NZ offers relevant foundation-level programmes for students wanting to re-engage in education. Students are well supported to achieve their goals by their tutors/programme managers and an experienced leadership team.

Highly Confident in educational performance

- Achievement NZ is a sound provider of education and training for students previously disengaged in education. Although overall qualification achievement rates have decreased since the previous EER visit, outcomes are primarily positive for its students who achieve NCEA Level 1 and 2, as well as improved literacy and numeracy skills.
- Programmes are well designed with appropriate content to develop skills using relevant activities that encourage and motivate students to achieve.

Confident in capability in self-assessment

- Students are supported to achieve their goals in a safe, inclusive environment, underpinned by application of a strengths-based model.
- Robust moderation ensures that assessments are valid, fair and consistent. Staff are supported in their roles with relevant professional development opportunities.
- The organisation provides clear direction and is able to meet the needs of its students. Future planning and review processes help to ensure that the programmes are viable and meet compliance requirements.
- Self-assessment consists of ongoing monitoring of student progress using data, regular site visits and stakeholder surveys. Analysis of educational performance could be strengthened so that the extent of the outcomes arising from the programmes are more clearly demonstrated and to inform performance improvement strategies.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Student results are variable across sites and programmes, lowering average completion rates. The combined level 1 and 2, 2015-2018 Youth Guarantee programme completion was 53.6 per cent. The qualification achievement rate for level 1 and 2 was 44 per cent, which is above the 40 per cent Tertiary Education Commission (TEC) performance standard.</p> <p>Achievement NZ uses educational performance results to monitor students' programme progression for each programme at each site. However, programme completion and qualification achievement data at programme level, and supporting analysis, were not provided to show the performance trends for the programmes and how the organisation responded to these.</p> <p>Overall completion rates for Māori students were slightly higher than all students for both programme completion and qualification achievement. Pasifika students had higher qualification achievement (55 per cent) than other students but much lower programme completion (33 per cent).</p> <p>The pattern of Māori completions is also seen at level 2, with an average programme completion rate of 35 per cent between 2015 and 2018 (inclusive). The level 2 qualification completion rate for Māori students was 56 per cent and for Pasifika students 51 per cent.</p> <p>The completion rate for the Career Options programme, including information technology, was 63 per cent, which is slightly higher than the 2018 programme completion of 60 per cent for comparable providers.</p> <p>The organisation has identified a need to lift achievement for students completing the initial test of their literacy and numeracy skills (using the LNAAT²). In 2018, only half of all</p>

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

² Literacy and Numeracy for Adults Assessment Tool

	students completed the initial test. However, exit test results show good gains for the students who took the test, with significant gains achieved in reading and numeracy by Māori students. These results contribute to the organisation's strategic aim of parity of achievement for Māori students.
Conclusion:	Achievement NZ is lifting overall achievement for a group of students previously not engaged in education. There is evidence of gains in literacy and numeracy skills. Analysis is not comprehensive to identify areas for improvement.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are achieving valued outcomes, including NCEA Level 1 and 2, which enable them to enrol in higher-level programmes. In 2018, 50 per cent of those that completed a level 2 qualification progressed to further study or employment. This validates the organisation's aim to provide education opportunities for youth previously not in school or employment.</p> <p>Achievement NZ is recognised by a variety of youth organisations, such as Attendance Services and Youth Services, as well as secondary schools, as a place for students disengaged from the education system to gain NCEA in a supportive environment. Some are required to attend the programmes because of referrals from the court system or their age (under 15 years). For other learners, Achievement NZ provides a viable alternative to the secondary school system.</p> <p>Achievement NZ applies a strengths-based model which has helped to develop students' skills and confidence. Testimonials from graduates say they felt heard and that their programme was life-changing for them. Student engagement surveys support this with feedback about the positive changes in their wellbeing developed during the programme.</p> <p>Further breakdown of destination data and educational gains would help support the value of further education for each programme and different student groups.</p>
Conclusion:	The achievement of NCEA is the greatest value for the students

	and other stakeholders, along with the increased confidence to work towards their personal goals.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Programmes are developed with a focus on employment skills, such as working in teams and self-management. The programme activities are delivered using the Māori hauora model, Te Whare Tapa Whā, to help students connect with their iwi, whānau and self to facilitate the learning. The programme managers are applying the model using the key principles of ako, whanaungatanga, manaakitanga and rangatiratanga, showing an understanding of students' needs.</p> <p>The programmes are purposefully designed to help students develop their strengths, with an initial assessment to identify strengths and personal goals and to develop a plan. This is monitored through regular meetings with their programme manager.</p> <p>Students are engaged in their learning using relevant teaching activities, such as exercise, outings and preparing kai. These activities are supported by student workbooks and the programme managers' knowledge and experience. Students commented on the non-judgemental learning environment, which is supportive and tailored to their needs. The learner-centric approach also helps with rolling intakes, allowing students to commence their learning at any time during the year. It also enables them to work at their own pace until they are ready for assessments.</p> <p>Employer engagement is effective, although some engagement is not as strong in some regions as others. Assessments are monitored to ensure they are valid. Internal moderation activities are well planned, with an automated process for selecting assessments for moderation. This approach ensures that sampling is random and covers all programme managers and sites sufficiently. The organisation has met all external moderation requirements in previous years, which supports the</p>

	<p>effectiveness of the processes.</p> <p>A two-level review ensures that programmes are current and maintain relevance. An ongoing review involves tutors' and students' feedback and results in minor changes. A full review every three years incorporates industry needs and informs design.</p>
Conclusion:	Achievement NZ has strong processes for developing programmes to meet stakeholder needs. Student needs are met with learning activities that are motivating and engaging.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Support is provided throughout, beginning with the initial interview with the students, often involving the referral agency and whānau to clarify expectations and engage the student's support person in their learning. Student literacy and numeracy skills are also assessed at this time to ensure they are enrolled in a suitable programme.</p> <p>Once enrolled, students develop a learner achievement plan, and progress is discussed in regular meetings with their programme manager. Students also have access to the online learning management system to check on their own progress towards qualifications. Goals may be personal ones, such as giving up smoking, as well as educational ones.</p> <p>A strengths-based model incorporating Tikanga Māori principles is appreciated by the students, who said their voice was heard and they were encouraged and respected. This confirms the online student survey results that show students felt the programme managers understood them and provided a safe environment.</p> <p>Supporting students to attend their programmes consistently is an area of focus for Achievement NZ as many students have complex personal circumstances. The organisation encourages attendance through free pick-up and drop-off to and from classes and the provision of free breakfasts and lunches. Students spoken to frequently commented on the pick-up</p>

	service as being important to their attendance. Students also commented that breaking up the day with physical activities helped them to focus better and provided incentives to attend.
Conclusion:	The students are provided with comprehensive support to work towards goals. Students felt highly supported and involved in their learning.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The organisation has developed strategies to reach its goal of enabling young people to achieve qualifications that lead to further education or employment.</p> <p>The strategies focus on quality assurance, business development and improving educational results, including for Māori students. This is done through appropriate programme design (e.g. increasing the use of Te Reo Māori in workbooks) and staff professional development. Programme managers have a mix of professional backgrounds. Those with a social work background bring valuable skills to their interactions with students but require support to develop their expertise as educators.</p> <p>The pastoral care responsibilities that some programme managers take on can be demanding. The organisation could invest in professional support for programme managers to ensure they receive appropriate support and that appropriate partnerships with third parties are in place to provide the necessary expertise for the more complex issues.</p> <p>The organisation is led by an executive team which supports the regional sites, allowing for programme managers to take responsibility for how they operate the programme to meet the needs of students. The academic team ensures consistency of academic processes. Head office receives real-time reporting on attendance and progress at each site using the learning management system, as well as monthly meetings with programme managers at each site to help understand achievement and to monitor progress towards the organisation's</p>

	<p>goals.</p> <p>Research into regional employment patterns and application of suitable educational models ensures that programmes are relevant and enable students to achieve.</p>
Conclusion:	<p>The organisation has a clear purpose and direction based on a strong understanding of the education environment. The organisation provides the appropriate level of resources and support required for students to achieve.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Compliance with NZQA rules is ethically and consistently managed using the learning management system. There are ongoing checks to ensure unit standards, assessment materials and moderation requirements are up to date.</p> <p>Ongoing monitoring of programme delivery is conducted on site through face-to-face meetings with programme managers to ensure delivery aligns with programme documentation. A full industry review involving feedback from key stakeholders every three years ensures that the organisation keeps current with the latest legislation and industry practices. Outcomes of reviews are noted and any major changes are submitted for approval, as required.</p>
Conclusion:	<p>All areas are effectively managed using regular monitoring and review. No concerns were identified.</p>

Focus Areas

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

2.1 Focus area: My Voice – Achievements (Level 1)

Performance:	Good
Self-assessment:	Good

2.2 Focus area: Careers in Information Technology (Level 2)

Performance:	Good
Self-assessment:	Good

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Achievement NZ Limited:

- Undertake comprehensive analysis of educational performance at the programme level, including withdrawal rates, reasons for non-completion, qualification achievement and destination outcomes. This is to enable comparisons from year to year and region to region to understand changes in measured performance over time and where to prioritise performance improvement strategies.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix 1³

Table 1. 2018 enrolment ethnicity

Year	Māori	Pasifika	Pakeha/European	Other
2015	65%	11%	47%	6%
2016	66%	14%	43%	5%
2017	67%	14%	42%	5%
2018	64%	17%	43%	5%
2019 (as at 31 March)	63%	7%	26%	4%

Enrolment information (TEC) invites learners to identify with more than one ethnicity.

Table 2. Programme completion TEC EPI – fund Youth Guarantee

Year	Achievement NZ	TEC standard	Māori	Pasifika	Other	
2015	61%	L1 62%	55%	62.6%	54.1%	62.2%
		L2 60%	60%	61.1%	53.5%	60.4%
2016	52%	L1 49%	55%	52.8%	34.2%	48%
		L2 54%	60%	56.2%	42.3%	52.9%
2017	53%	L2 57.5%	60%	56.1%	43.8%	63.9%
2018	49.4%	L2 49.4%	60%	44.8%	51.3%	54.2%

Table 3. Programme completion TEC EPI – fund Student Achievement Component (level 1-2)

Year	Achievement NZ	TEC standard	Māori	Pasifika	Other
2018	57.8%	70%	56.2%	52.6%	57.9%

³ All tables are taken from the organisation's 2019 EER self-assessment summary.

Table 4. Qualification completion TEC EPI – fund Youth Guarantee

Year	Achievement NZ		TEC standard	Māori	Pasifika	Other
2015	49%	L1 55%	40%	42.9%	44.8%	49.1%
		L2 43%		41.8%	46.9%	50.0%
2016	48%	L1 43%	40%	50.0%	33.3%	41.7%
		L2 52%		51.5%	44.7%	46.5%
2017	39%	L1 34.9%	40%	36.8%	22.9%	35.4%
		L2 41.9%		42.9%	33.3%	44.6%
2018	45.5%	L2 45.54%	40%	40.3%	33.4%	54.2%

Table 5. Programme completion EPI – fund Student Achievement Component (level 1-2)

Year	Achievement NZ	TEC standard	Māori	Pasifika	Other
2018	77.8%	50%	84.7%	113.7%	45.4%

Table 6. Graduate destinations – all programmes

Year	Employment	Further education	Moved area	Other
2016	13%	21%	7%	59%
2017	24%	16%	7%	53%
2018	25%	25%	7%	43%

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁴*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁴ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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