

Report of External Evaluation and Review

Dunedin Trade Training Centre Limited

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 11 April 2016

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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:	Dunedin Trade Training Centre Limited
Type:	Private training establishment (PTE)
First registered:	1 June 1992
Location:	14 Bridgman Street, South Dunedin
Delivery sites:	As above
Courses currently delivered:	Programme accreditations and approved Training Schemes: <ul style="list-style-type: none">• Youth Automotive and Driving Programme (levels 1-2)• Youth Automotive and Mechanical Engineering Programme (level 2)• Youth Building, Painting and Decorating Programme (level 2)• Youth Engineering and Driving Programme (levels 1-2)
Number of students:	Domestic: 20 adults on Training for Work programme (contracted for 35 for the year) There are 52 Tertiary Education Commission (TEC)-funded EFTS (equivalent full-time students) in the Youth Guarantee Scheme – 53 learners at the time of the external evaluation and review (EER). Around 20 per cent of learners identify as either Māori or Pasifika.

Number of staff:	Nine permanent staff and four part-time staff
Scope of active accreditation:	Areas of consent to assess; please see: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=939221001
Distinctive characteristics:	<p>Dunedin Training Centre has an exclusive focus on adult and youth programmes for employment or further learning for a student group with predominantly low levels of literacy and numeracy and serious personal barriers to learning. The student population consists mainly of youth identified as at-risk. Youth students are often referred by school guidance counsellors or youth organisations. Training for Work adult learners are referred by Work and Income NZ (WINZ) or interviewed and enrolled in WINZ seminars.</p> <p>In 2013, Dunedin Training Centre was contracted by the Ministry of Social Development to trial a new short-term fitness, health and youth transition programme with at-risk young people as a contribution to the ministry's Social Sector Trial (BASE programme).</p>
Recent significant changes:	<p>In 2014, Dunedin Training Centre lost almost half its TEC Youth Guarantee funding due to under-enrolment in 2013. Dunedin Training Centre was advised by the TEC that the way it had been reporting course completions was incorrect, whereby courses that were not undertaken but assigned to the learner's programme were reported and counted towards the final result/rate. The reduction in TEC funding also reflected the disestablishment of Foundation Focused Training Opportunities programmes which made up a large portion of the organisation's training. The disestablishment had a significant impact on the programmes the organisation offered. In 2015, further funding reductions in Training For Work training numbers funded by the Ministry of Social Development occurred due to a lack of WINZ referrals, which the organisation suggests was in part due to Otago's low unemployment rate.</p> <p>The organisation is in transition as current owners (long-standing family members) seek to exit the business. As a result, there have been a number of</p>

organisational changes including:

- a small restructure resulting in reduced staff
- revision of teaching timetables to a four-day week
- services reduced – provision of lunch removed

The directors decided to sell the organisation as a going concern in October 2014. An interim manager was appointed and was still in the position at the time of the EER visit.

Subsequent to the visit, but prior to the release of this report, NZQA approved the transfer of ownership of the organisation to new owners. The new owners took control of the organisation on 15 January 2016.

A programme change (Youth Building, Painting and Decorating) was approved in June 2015.

Previous quality assurance history:

The previous EER of Dunedin Training Centre was conducted in 2011. NZQA was Confident in the organisation's educational performance and capability in self-assessment.

External moderation outcomes for 2014 from three industry training organisations and NZQA covering the trades, computing and numeracy subjects reflect sound assessment and marking practices, with those assessments moderated meeting the national standards.

Other:

Dunedin Training Centre continues to have strong community links in South Dunedin, both in the provision of employment destinations and as a well-resourced training site for Training for Work and Youth Guarantee students.

2. Scope of external evaluation and review

Focus areas selected for this EER included Training for Work and Youth Guarantee/Alternative Education programmes covering the areas of:

- Building, Painting and Decorating
- Automotive and Mechanical Engineering
- Automotive and Driving
- Engineering and Driving
- General Employment Skills
- Road Transport
- Panel Beating

The mandatory focus area was governance, management and strategy.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-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 was conducted on site over two days by two evaluators. Interviews were conducted with all staff on site, involving the contracted interim manager, work broker, youth coordinator, trades tutors and the office manager and administrator.

Telephone interviews were conducted with the director, six stakeholders including the Ministry of Social Development contact person, employers including representatives of the automotive, building, engineering, painting, and road transport industries, and graduates.

A variety of documents were reviewed, including management and academic documentation, meeting minutes, student enrolment information, achievement information, internal and external moderation outcomes and Training for Work graduate destination data. A sample of student assessments, student files and attendance registers were also reviewed.

Summary of Results

Statement of confidence on educational performance

NZQA is **Not Yet Confident** in the educational performance of **Dunedin Trade Training Centre Limited**.

Dunedin Training Centre is a long-established provider of youth training in Dunedin and continues to be a strongly community-focused PTE, as evidenced from comments from various stakeholders. The staff are working in a challenging environment fiscally and socially as the organisation is in transition. The current owners are seeking to exit the business and are responding constructively to funding cuts to the Training for Work programme.

Since late 2014, the owner/director has stepped away from day-to-day management of Dunedin Training Centre. The part-time intermediary (acting manager) is well qualified to provide leadership, but has limited knowledge about the day-to-day challenges of tertiary education. While he works closely with the director on managing the business and tutorial staff on programme delivery, the director is not providing effective oversight of educational performance to support the acting manager.

There is good evidence that Dunedin Training Centre is meeting many learner needs. Many graduates are achieving valued outcomes, in that some gain unit standard credits and national certificates, often gain a first-time qualification, and gain work and go on to further study. However, the achievement and outcomes information provided needs to be collected and calculated more carefully, contextualised better for outcomes, and benchmarked both internally and externally.

The evaluators can express confidence, based on good external moderation outcomes, in the reliability and validity of assessment that underpins achievement data. However, the credibility and reliability of data is not evidenced and is incomplete. For example, there is no information available on unit standard pass rates for Youth Guarantee learners; there is limited focus on addressing learning deficits, with minimal literacy and numeracy testing; there is incorrect reporting of completions data¹ and data has not been disaggregated or benchmarked for Training for Work.

Youth Guarantee learners are achieving qualifications at a rate lower than the TEC target of 40 per cent, and the positive outcome (employment and further training) rates for 2014 have dropped significantly from 2013. Average credits per learner declined significantly over 2013-2014, with the drop being attributed to the inaccurate reporting of course completions, with 2013 being the first year the Youth Guarantee programmes could include level 2 qualifications, and students often

¹ See footnote 4 page 12.

taking two years to complete. Employment outcomes for Training for Work (follow-up after 183 days) are 41 per cent for 2015, which is up on 30 per cent for 2014.

Some good data is collected for Training for Work. There is some anecdotal evidence for Youth Guarantee that learners are gaining worthwhile, valued skills to help them into further study or employment (although the availability of employment is subject to local labour market trends, i.e. not entirely within their control). This is reflected in the significant changes in behaviour identified by staff as a result of the support processes and teaching methods, which has translated into learners' improved confidence, positive attitudes and timeliness.

Evaluation of performance is centred primarily on informal feedback as part of day-to-day relationships with employers and agencies. Useful verbal lines of communication exist both within the staff group and in the relationships with external agencies, although feedback is not documented, shared formally or analysed to identify trends or improvements.

Dunedin Training Centre is characterised by an individual focus which is not complemented by an organisation-wide, systematic approach to improving educational performance or implementing effective self-assessment practices.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Dunedin Trade Training Centre Limited**.

No authentic comparisons of achievement have been made across time, and there has been little overall analysis of the progress of learners. The evaluators noted that for any available data there is very little evidence of analysis (other than close monitoring of credit achievement at an individual level) to check the robustness of the data or to identify improvements. Data was provided on Māori and Pasifika achievement, but it was not evident that any use was being made of this information.

The value of the learning and outcomes to learners and key stakeholders is revealed by word-of-mouth marketing and repeat business. There is no internal benchmarking analysis of any of the data collected against any formally established expectations, and there is very little external comparison with providers offering similar programmes.

Some data on the destinations of Training for Work graduates has been collected and there is anecdotal data on the destinations of Youth Guarantee learners. The organisation's work broker gains feedback from graduates in employment and has recently begun to gather this information to ascertain the value gained from studying at Dunedin Training Centre. However, as yet the information has not been analysed or used to make improvements, which also means the data cannot be effectively used in decision-making. A further survey to gather data on the

perceived value of the course after completion could provide Dunedin Training Centre with useful information for further analysis.

The evaluators noted some discrepancies between the self-assessment document sent to NZQA and actual practice within the organisation, which reduces NZQA's confidence in Dunedin Training Centre's self-assessment capability. Some areas of concern include:

- lack of reflection on the effectiveness of guidance and support and interventions
- no adequate individual records of interventions and learner progress
- lack of convincing achievement and graduate data
- lack of focus on Māori and Pasifika learners
- absence of any literacy and numeracy outcomes data
- lack of collection and analysis of survey and benchmarking data.

Overall, Dunedin Training Centre data is not being analysed and used to capture evidence-based conclusions and decision-making to feed into strategy and planning for effective teaching, or to improve programme design/delivery. Although achievement data is being collected in mark books on an individual level, more extensive use of granular achievement data is required to provide information around cohort and outcomes to understand and improve educational performance.

Findings²

1.1 How well do learners achieve?

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

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

Dunedin Training Centre relates well to the underserved and poorly educated or at-risk youth engaged by the PTE. The PTE focuses on achievement at the individual level and monitors individual achievement of unit standards. However, it does not analyse overall unit standard pass rates to identify issues or trends, and there is limited focus on addressing learning deficit testing and support.

Students are achieving unit standards and in some cases acquiring national certificates convincingly, based on good external moderation outcomes by industry training organisations and NZQA, attesting to the reliability and validity of assessment which underpins achievement data. Staff observe the development of personal skills and attributes which are very important for this type of learner. Learners who were interviewed by the evaluation team could identify what they had gained – for example, better routines, more confidence – but Dunedin Training Centre does not capture this evidence to further develop personal gains.

As was also noted in the previous EER report ('need for understanding and use of data'), there are still several key gaps or areas of weakness in data collection potentially affecting learner outcomes (see Summary of Results). These gaps need to be addressed. There is an apparent lack of leadership and/or organisational understanding around the requirement and value of collecting and contextualising achievement and outcomes data to drive improvements.

Achievement and outcomes data for both programmes is being collected for Youth Guarantee learners (see Table 1 below). Dunedin Training Centre reports that youth learners are achieving courses and qualifications at a rate significantly lower than the TEC target of 40 per cent for level 1 and 2 qualifications. However, achievement is tracking upwards for 2015, and this can be attributed in part to the greater focus on outcomes through the monitoring of credit achievement by the youth worker and the administrator.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Table 1. Youth Training programme course and qualification completions, 2013-2015

Youth Guarantee	2013 ³	2014	2015
Course completions ⁴	34%	26%	36%* ⁵
Qualification completions	11%	7%	9%*

*As a 1 November 2015

Training for Work had 120 learners in 2015. Fifty of them (41 per cent) are still in employment after 183 days, which is up on the 2014 figure of 30 per cent and reflects the local labour market. The Ministry of Social Development is very satisfied with the outcomes given the nature and backgrounds of many of the individuals referred to this programme. This is good achievement in relation to the goals of this programme.

The achievement and outcomes information provided needs to be collected more carefully, contextualised better for outcomes, and benchmarked both internally and externally. Training for Work information provided is incomplete in that there is insufficient analysis, such as comparing cohorts and comparisons against other providers.

Māori and Pasifika learners in 2015 comprise around 26 per cent of the youth learning population at Dunedin Training Centre, higher than in 2014 (15 per cent), and higher than the percentage of learners within the local population. Course completion data for 2015 is low for Māori at 29 per cent, but higher for Pasifika at 39 per cent. Dunedin Training Centre has not completed any reflection or analysis of the figures and has no coherent or compelling strategy for lifting the Māori achievement rate.

³ This data was for a 15-month period which makes valid comparison difficult.

⁴ In 2015, Dunedin Training Centre was advised by the TEC that the way it had been reporting course completions was incorrect, whereby courses that were not undertaken but assigned to the learner's programme were reported and counted towards the final result/rate. This is currently being corrected for learners enrolled at Dunedin Training Centre, therefore the above information for the 2013-2014 years is incorrectly reported.

⁵ A final figure of 48 per cent for Youth Guarantee course completions was advised followed the visit.

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 **Good**

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

Dunedin Training Centre have valued outcomes for their learners in that they gain some credits or a national certificate which offer a new start in life and enables some of them to gain work or to progress to further study. However, Dunedin Training Centre has no compelling evidence or data on these outcomes or how well they match the expectations of the stakeholders.

Qualifications gained at Dunedin Training Centre reflect the ability of learners to follow several basic career paths while acquiring some of the foundation skills, knowledge and work attitudes that employers value. Learners learn the importance of timekeeping, self-management and routine which supports greater motivation and is valued as it makes them more attractive to employers. Often this is the first formal qualification or first credits for learners, and those learners and graduates interviewed said their life had changed for the better. Graduates leave Dunedin Training Centre understanding basic tool use, terminology, methods and practices, workplace interactions and challenges. For some, gaining their driver's licence is also a practical, valued outcome.

Dunedin Training Centre has a unique offering of foundation trade skills, and many community-focused initiatives are integrated into the practical work. Examples include painting horse rails for a local pony club; painting a house for the local polytechnic; and involvement in social sector trials offering specific contributions to a new initiative which contributes to the learners' work-readiness, self-management and growth in maturity.

Stakeholders interviewed in a range of sectors expressed high levels of satisfaction with the quality of the trainees, both in on-course placement and in employment, especially, as some noted, given the background and capabilities of many of the learners. The Ministry of Social Development values the contribution made by Dunedin Training Centre to getting learners into work, and in many instances succeeding. Dunedin Training Centre has some positive anecdotal evidence from stakeholders (for example Workbridge) but has no process for capturing the considerable data around valued outcomes.

Dunedin Training Centre offers valued outcomes for students who come from schools via the Alternative Education pathway as this provides them with a second chance to pathway into employment or vocational training.

Information and evidence of soft skills is gained through informal and formal discussions. Staff know anecdotally the whereabouts of many graduates through informal contact, but apart from the 2013 year no formal effort has been made to gather feedback around the value of the programmes, or to arrange consistent

tracking of the outcomes of the Youth Guarantee or Training for Work programmes each year. However, some evidence of individual valued outcomes for Youth Guarantee and Training for Work trainees for the 2013 year was received following the EER.

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

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

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

Dunedin Training Centre endeavours to respond to learners' and employers' needs by offering programmes that are relevant and meet their needs. The PTE offers workshop and classroom-based trades training, pastoral care, a collaborative support environment, and work experience and work placement opportunities. Training for Work learners also work on gaining their driver's licence, and tutors offer driving practice to the most deserving learner, which motivates learners to achieve well.

Dunedin Training Centre matches learners' needs by offering NZQA-approved and accredited programmes at levels 1 and 2. The programmes meet the needs of the learners through small classes, individual attention, and practical courses that enable many to achieve success.

The programmes help learners gain credits and confidence and can sometimes lead to employment or further study. This was confirmed by employer and other stakeholder feedback during discussions with the evaluators. To enhance work-readiness, additional components have been added to the Training for Work programme of employment skills which includes job search, training in writing CVs and interview skills.

The Youth Guarantee programme now has scheduled start dates rather than rolling admissions, which is going well and allows better management and tracking of trainees through programmes. The other recent change is the introduction of a four-day week which was very recent at the time of the EER visit but is a key aspect of programme delivery.

Literacy and numeracy testing and support is no longer carried out. Apart from some testing of learners who are very low in literacy and numeracy, there is only a limited focus on addressing learning deficits. Although learning deficits are identified (usually during the enrolment interview), there is no directed long-term assistance provided, apart from some in-house support by each tutor during class. Tutors say that the time available for the learner at Dunedin Training Centre is better spent learning fundamental practical skills and essential language and tools usage, which can then be used immediately to meet basic employment needs. The focus is on practical skills rather than support or assistance in literacy and numeracy, as is intended within Youth Guarantee programming.

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Tutors provide advice about CV preparation and work-readiness, and help by contacting potential employers and arranging workplace experience. This is useful as learners gain exposure to workplaces and employers can gauge student work habits. This may lead to work which adds value to the programme effectiveness. Some stakeholders come back again and again asking to employ Dunedin Training Centre learners from the Training for Work programme as they find the graduates meet their needs well.

A dedicated work broker supports Training for Work graduates to gain work by getting to know trainee interests, abilities, etc, and seeks to motivate and support them in accessing placements and ultimately employment. Youth Guarantee data is gathered which shows learner placements and timelines, but comprehensive collation of the data and analysis of how it relates to previous years and other providers is not undertaken.

Surveys of Youth Guarantee learners and monthly student representative meetings with the manager provide opportunities to give feedback. No analysis of the learner survey is undertaken, but survey feedback shows that the learners are generally satisfied with the programmes, activities and resources. Subsequently, some improvements have been made to facilities and resources, but there is limited evidence of meaningful changes in relation to teaching and learning, support and matching needs.

1.4 How effective is the teaching?

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 **Poor**.

All tutors at Dunedin Training Centre have qualifications relevant for the disciplines taught, although no evidence was available of reflection on the effectiveness of the teaching. Teachers relate well to learners, and activities and the resources available are comprehensive and appropriate, contributing to learning and generally reflecting industry standards.

Students speak highly of their teaching staff and note the passionate commitment to each learner. This is also noted in the feedback forms. Tutors often use one-to-one teaching to ensure they cover different learning styles and motivate the learners. Tutors focus on practical skills acquisition and facilitating assessments for those with learning difficulties, reporting that there is insufficient time in the programmes to focus on addressing literacy and numeracy specifically.

The characteristics of the learners and their educational and social backgrounds are sometimes extremely challenging, and there is clear evidence of that in the incident folder of high-risk and unsafe behaviour. Tutors manage the balance between skills and behaviour management well. They understand the type of student and take care to let them persevere with their learning and are willing to

give learners second and third chances (from behavioural instances) to grow and change.

Tutor-only days are held twice a term to assess the fit of the programme with the learners, and some professional development has been undertaken, for example on alcohol awareness, and some have gained adult teaching qualifications. In 2013, in response to an identified need, youth development training was undertaken which targeted improving engagement with and providing better support for these learners. In 2014, two tutors undertook a Te Wānanga O Aotearoa Diploma in Adult Education to help them to develop and work better with Māori and Pasifika learners, although the impact of this on teaching approaches was not evident to the evaluators.

Teacher performance is not being reviewed annually and appraisals have not occurred in recent years. Professional development needs have not been identified.

Dunedin Training Centre received excellent external moderation outcomes for 2014 from three industry training organisations and NZQA, covering the trades, computing and numeracy areas. Internal moderation of marking occurs irregularly, and further timetabled, ongoing moderation would add the formal reflective aspect to teaching and learning that is missing at present.

The current teaching team is collaborative, meeting and sharing information regularly. This is largely an informal process, focused on individual learners rather than the overall effectiveness of teaching and learning. With the changes in the structure, the youth coordinator was also allocated some time to the role of academic leader, although the expectation of professional leadership from him is not understood across Dunedin Training Centre.

1.5 How well are learners guided and supported?

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 **Adequate**.

All students interviewed feel that staff are accepting, approachable and supportive. Dunedin Training Centre offers wraparound support for Youth Guarantee and Alternative Education learners, and staff share responsibility for the wellbeing of all learners and understand the impact of this on their learning and outcomes.

The interview process prior to enrolment, which involves the building of trust, enables disclosure of personal issues and circumstances as well as educational background/experiences and learner support needs. Discussion with learners captures individual learning and life goals which contribute to effectively managing their learning. However, at this time teaching staff have no true measure of how their guidance and support contributes to student achievement. Although student evaluations of teaching and resources are undertaken regularly, little useful

information is gathered from these surveys as no analysis or evaluation of the feedback is undertaken.

Computers are available to help with job search and provide learners with the opportunity to practise the theory tests. When identified as deserving, some individuals also have an opportunity to gain practical driving experience with one of the staff. This is of value for learners, many of whom need a driver's licence to enhance their employability. Outside of study, many learners enjoy the opportunity to join in touch rugby and boxing, which builds confidence and promotes teamwork.

Dunedin Training Centre works with many other community social services, has a visiting nurse, takes the opportunity to use trainee counsellors from a nearby polytechnic, and receives police support.

The evaluators saw limited evidence of any response to or understanding of student needs specific to Māori or Pasifika learners, although staff say they have some engagement with family and whānau (more often with the youth coordinator). There is no collected evidence of this engagement as Dunedin Training Centre staff 'see all students as [the] same' and note that the student body has needs in common and do not desire to make a distinction between the needs or outcomes of particular groups.

The recently appointed youth coordinator for the young learners uses a clear process of setting out early the expectations of Dunedin Training Centre for the critical aspects of attendance requirements, attitudes and safety. Attendance records are kept and documented evidence was seen of good management of incidents. Many Youth Guarantee learners at Dunedin Training Centre have a wide range of disruptive behaviours and challenging personal circumstances. Staff have received training to raise awareness and enhance their skills further for teaching and supporting these high-risk and high-needs learners. Staff offer a supportive workshop environment where boundaries are set and processes are in place to address issues, and where learners are withdrawn if too disruptive or dangerous.

The youth coordinator key role is valued by learners for the assistance, support and availability for 'brief interventions'. This approach reflects his style, the context, and resources/time available. These interventions involve immediate one-to-one discussions rather than scheduled meetings. The outcomes and effectiveness of the interventions are not always captured as the process is primarily oral, with limited records of support offered and outcomes. However, the evaluators saw some evidence of capture of more serious incidents.

Tracking of the support available and provided to each individual to enable all staff to have access to records of care and development is important in this environment where resources are limited. This tracking enables staff to identify which interventions and/or support mechanisms are most effective and, as noted earlier in Findings 1.4, regular staff meetings are held to discuss the support needed. Gaining learner feedback, graduate feedback and more comprehensive tracking,

recording and analysis of these activities would enable the organisation to assemble more information to effectively manage learner guidance and support.

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

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

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

The organisation has delivered level 1 and 2 training for over 24 years, with a commitment to provide foundation education and vocational training, and to promote educational achievement leading to full-time sustainable employment.

Dunedin Training Centre's ownership and management structure is likely to change. The owners are discussing the sale of the shares in the business with an interested party. Dunedin Training Centre has informed all organisations with whom it has contractual or regulatory relationships about the negotiations. The director has moved to new employment and an acting manager has been contracted in a part-time role. There are no plans to alter the current training offerings as a consequence of any change of shareholding.

The acting manager has been reliant on several key staff for support within the organisation to retain ongoing contact with employers and other stakeholders to ensure learning is relevant and the attainment of higher education and employment opportunities are maximised. As the role is part-time, aspects of the management and support of educational performance and self-assessment have been let go. Staff performance is managed by exception, there is a reduced frequency of staff meetings, and a more reactive approach has been taken to identifying strategies to maximise performance. At the time of the EER, management was operating on a business-as-usual/day-to-day basis without long-standing vision or strategic direction, and with a reported focus on finding a new owner for the organisation.

Since the previous EER, Dunedin Training Centre have put in place a new student management system which has had some teething problems. This is reflected in the difficulties in recording and reporting learner achievement, which further training and support for key staff would improve. Further changes include staff restructuring, timetable changes, and the lunch meals ceasing in response to funding pressures. Associated with this is the need to have a viable business ready for sale. The acting manager is endeavouring to respond to the expectations of stakeholders through a small restructure and some new key appointments.

Although the formal consultation around the sale was thorough, leadership communication practices have come under pressure and staff are unsettled and anxious, although a genuine effort to engage staff was noted. As a result, the staff are working in a challenging environment and a sense of frustration was noted among teaching staff and learners. Management needs to ascertain the impact of change on teaching, learning and support mechanisms.

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As a result of the above, Dunedin Training Centre has not addressed a number of critical issues:

- professional development of staff
- consultation with local Māori
- setting up an advisory group
- benchmarking of the students' achievement levels internally and with other local providers
- monitoring or assessment of the performance of Māori and Pasifika students against the wider student group.

There are also weaknesses around comprehensive achievement and graduate outcomes data analysis.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Youth Guarantee – all programmes

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

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

2.3 Focus area: Training for Work (13 week job seeker course)

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

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

Recommendations

NZQA recommends that Dunedin Training Centre:

- Ensure data reliability is sound to enable Dunedin Training Centre to develop a better understanding of learner achievement.
- Continue development in the collection and analysis of data for self-assessment and build staff understanding of and capability in analysing the data.
- Develop a system to formally and systematically gather stakeholder feedback about the learners and their progress to help improve programmes.
- Systematically record and review Dunedin Training Centre's own engagement and interventions for individuals to identify the most effective mechanisms/strategies for engagement and intervention.
- Build systems to enable understanding and analysis of graduate outcomes over time to develop programme offerings to meet the needs of local employers and stakeholders.

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).

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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