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# Report of External Evaluation and Review

Nelson Training Centre

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 13 June 2017

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# Purpose of this Report

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

## Introduction

### 1. TEO in context

Name of TEO:	Nelson Training Centre
Type:	Private training establishment (PTE)
First registered:	1 November 1993
Location:	Crisp Lane, 138 Hardy Street, Nelson
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none"><li>• New Zealand Certificate in Hospitality (Level 2)</li><li>• NCEA Vocational Pathways Service Sector (Level 2)</li></ul>
Code of Practice signatory:	No
Number of students:	2016 domestic: 24 equivalent full-time students: (Māori 35 per cent, Pasifika 4 per cent, New Zealand European 71 per cent)
Number of staff:	Three full-time and one part-time
Scope of active accreditation:	Nelson Training Centre has a broad scope of accreditation including the domains of core generics, humanities, food and beverage services, hospitality and a range of service sector skills. The full scope of accreditation can be viewed at: <a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=939336001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=939336001</a>
Distinctive characteristics:	Nelson Training Centre delivers predominantly service sector training in hospitality. Learners access commercial kitchen facilities, a café and restaurant, all available on site for practical

training.

Learners are 16-19 year-olds, Youth Guarantee-funded, including those enrolled on the Vocational Pathways programme, many of whom have previously disengaged from school and other education services.

Recent significant changes: Nelson Training Centre gained NZQA approval to offer the new New Zealand Certificate in Hospitality (Level 2).

Previous quality assurance history: The previous external evaluation and review (EER) of Nelson Training Centre was conducted in August 2013. NZQA was Confident in the educational performance and Confident in the capability in self-assessment of Nelson Training Centre.

Nelson Training Centre has met the external moderation requirements of the standard-setting bodies, NZQA and Service IQ.

Other: The sole director of Nelson Training Centre has begun his third decade owning and managing this PTE.

## 2. Scope of external evaluation and review

Following a review of submitted documents and communication between the lead evaluator and Nelson Training Centre, the following focus area was agreed for inclusion in the EER:

- Hospitality Training (Level 2)

Nelson Training Centre offers NCEA Vocational Pathways Service Sector (Level 2) and the New Zealand Certificate in Hospitality (Level 2). This is the only programme offered to its 24 students (Youth Guarantee). The focus area encompasses all the educational activity of the PTE.

### 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 team of two visited the Nelson Training Centre head office and delivery site for one day. Interviews were conducted with Nelson Training Centre's sole director, part-time administrator, tutors and students. Interviews were also conducted with a wide range of stakeholders representing the local education, hospitality industry and community sectors. In addition to the documents provided for the EER scoping exercise, the EER team sighted and was provided with various documents including: operational policies and procedures; strategic plan; learner, customer and stakeholder surveys conducted in 2016; sample student profile; moderation reports; and a variety of data relating to student progress and achievement.

# Summary of Results

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

NZQA is **Highly Confident** in the educational performance and **Highly Confident** in the capability in self-assessment of **Nelson Training Centre**.

The key reasons for this judgement are:

- The organisation has strong leadership with a focus on achievement. This was evidenced by the consistently high achievement in course and qualification completions, collated and analysed. Māori and Pasifika students achieve comparably with all other students. As a Youth Guarantee provider, Nelson Training Centre has benchmarked itself against all Youth Guarantee PTEs, and for 2015 was the third-highest overall for qualification completions of 93 providers confirmed by Tertiary Education Commission (TEC) data.
- Nelson Training Centre provides outcomes of value to its students and graduates with a solid focus on personal development, employment and further training opportunities. While some graduates go on to polytechnic training, the majority (70 per cent) take up employment.
- There was very good evidence of students gaining industry skills (hospitality), and soft skills (time-management, using initiative, teamwork, punctuality, communication skills) to be effective employees. These outcomes are valued by employers in the hospitality industry.
- The director is in his third decade of managing this education and training establishment, actively participating in the local hospitality industry. This keeps Nelson Training Centre up to date with developments in the industry. The director's networks extend to the education sector where he has consulted collegially on education requirements for the benefit of his students. He also has contacts in community services, where for years Nelson Training Centre has provided Friday lunches as a service to the community.
- Nelson Training Centre has made a smooth transition to the new New Zealand and Vocational Pathways (service sector) qualifications while retaining strong achievement outcomes. The organisation is well resourced with staff, newly reviewed programme course content and assessments, a commercial kitchen, and a café and restaurant facilities.
- Nelson Training Centre is a reflective organisation setting key targets and reviewing progress and achievement against these. Self-assessment activities are effective and include thorough collation and analysis of achievement by educational performance indicators, programme, funding cohort and ethnicity.
- Nelson Training Centre has improved its literacy and numeracy processes and outcomes, including targeted professional development and support, to improve

the achievement of relevant standards for the Vocational Pathways NCEA Level 2 programme. The PTE has also demonstrated gains using the TEC literacy and numeracy assessment tool.

- Feedback is sought formally and informally from students, employers and hospitality customers, and is analysed and acted on to bring about worthwhile improvements.
- Nelson Training Centre has a comprehensive quality management system which provides a framework for monitoring and review. It includes a risk management plan which ensures that Nelson Training Centre has action plans in place to mitigate any matters that might affect the delivery of quality education and training to its students.

Nelson Training Centre is meeting the most important needs of its students and stakeholders, and self-assessment is comprehensive, authentic and ongoing.

# Findings<sup>1</sup>

## 1.1 How well do students 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**.

Nelson Training Centre has continued to provide meaningful educational opportunities for its Youth Guarantee students (16-19 year-olds), many of whom have been referred because they had disengaged from school and other education services. These students have exceeded the contracted TEC course and qualification completions target of 60 per cent for Youth Guarantee students for the last three years.

A high number of students including Māori and Pasifika complete courses and gain the qualification. These are excellent results for students who enrolled with previous low educational achievement and, for some, personal issues. Nelson Training Centre has met the requirements for external moderation for both NZQA and the industry training organisation, Service IQ, which attests to the validity of the assessments and results achieved.

In addition to these results, students gain useful industry skills of preparing, cooking and serving food which they demonstrate to the public in a commercial environment weekly at Nelson Training Centre's café on Thursdays and at its restaurant on Fridays. Students appreciate the realistic work environment and take on more responsibilities as their confidence grows.

Nelson Training Centre also values soft skills, and implemented an initial student self-assessment which is periodically updated by the students. The tutors also make an assessment which the director collates and analyses and so is able to measure progress against targets set in areas such as time-management, teamwork, work habits, routines, systems, use of initiative, attitude, punctuality and communication skills, all of which are important and increase employability. This combination of educational success and raised personal development has led to improved well-being and self-confidence.

Customer surveys follow Thursday/Friday café and restaurant activities, and the comments are usually just useful reminders for ongoing reflection in the training space, such as the correct side to serve dishes or to not offer coffee prior to dessert.

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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.

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

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

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

Nelson Training Centre provides opportunities for valued outcomes for its students, their families, industry and the community. Students gain NCEA and a qualification in hospitality, improve their personal development and increase soft skills, all of which improve employability. Employment outcomes have been 70 per cent, which is excellent for these students, the majority of whom are second-chance learners. Now that its contracted Youth Guarantee outcomes focus has shifted from employment to course and qualification completions, Nelson Training Centre tracks graduates formally for three months post-course and ongoing informally. Families acknowledge the positive impact the training has had on family members. A current student is the fourth of her siblings to enrol at Nelson Training Centre based on positive feedback, and also her love of cooking.

Industry and employers appreciate getting trained staff, and there was very positive feedback from employers about graduate skill levels and attitudes. Anecdotally, Nelson Training Centre reports that 'every café in Nelson has at least one Nelson Training Centre graduate'. Nelson Training Centre has a network of 15 employers who take students for work experience which can lead to employment. When employers employ students before they have completed their training, Nelson Training Centre staff – who are also work-based assessors – negotiate with employers to continue assessment. When successful, this is a win-win situation as students get to complete qualifications, employers have fully qualified staff, and Nelson Training Centre meets its education outcome targets.

Nelson Training Centre is community spirited. It has operated its café on Thursdays for a number of years. While providing students with opportunities to prepare and serve food, this is a low-cost option for the public. It serves more than 120 customers in a two-hour period. The Nelson Training Centre restaurant on Friday serves lunch to invited guests from the voluntary and service sectors of the community such as hospice, Workbridge, government agencies, other PTEs, whānau, youth workers and Work and Income New Zealand workbrokers at no cost. This is another opportunity for students to demonstrate their skills in a realistic work situation. Nelson Training Centre is also role-modelling 'giving back to the community' to its students. Stakeholders commented that this is appreciated in the community. Feedback for the café and restaurant always exceeds the 80 per cent customer satisfaction target. Nelson Training Centre also helped open and staff the Salvation Army café until this year.

Nelson Training Centre knows its graduate outcomes but is not formally monitoring post the three-month period, concentrating instead on meeting its contracted education outcomes. However, it would be useful to extend this period of formal

tracking of graduates, including the employer and graduate feedback collation and analyses, which will further strengthen the already robust self-assessment practices.

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

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

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

The programme design and delivery matches the needs of students and stakeholders. The qualifications in hospitality and Vocational Pathways programmes have recently been through an external review process and NZQA approval. All teaching and assessment materials are purchased from the standard-setting body, Service IQ. Nelson Training Centre has met NZQA and Service IQ external moderation requirements. There has been a marked improvement in numeracy unit standard assessment following a failed external moderation report for two numeracy unit standards in 2014. For the last two years, the PTE has met NZQA requirements for all unit standards including the numeracy standards. This is a very good result based on Nelson Training Centre's self-assessment. The PTE put in place a range of strategies to achieve this. It contracted in external expertise to support staff and collaborated with other providers. Staff achieved the National Certificate in Adult Literacy and Numeracy Education and worked to embed numeracy in hospitality theory and practice. This positive external moderation result is also important as it validates assessments and achievement results.

The tutors are very experienced in industry skills, and assessment training has added to their teaching practice. They both keep current by working part-time in industry. Their teaching style is to work alongside students in the kitchen, café and restaurant which the students really appreciate. They have effectively integrated NCEA and hospitality skills into the programme and are responsive to industry needs from surveys and feedback. The implementation of a soft skills assessment is an example of this responsiveness as employers consider soft skills such as time-management, using initiative, and communication as important alongside the industry skills.

Student feedback about tutors, programme and resources has been positive. They know how well they are progressing – the tutors set clear expectations, deliver and then publish results. The programme balance of theory and practice suits the students. Staff are responsive to student needs on a daily basis (front of house or kitchen options) which appears to add interest for the students and therefore continued participation. This collective practice has resulted in the very good achievement outcomes.

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

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

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

Many of the students have been referred to Nelson Training Centre as they have not had success from previous education experiences and have disengaged. They have also had personal or social issues to contend with. Nelson Training Centre uses an initial diagnosis, including the TEC literacy and numeracy assessment tool, to identify support needs and strengths. This tool, combined with the students' industry and soft skills self-assessment, helps the student to form their own goal-setting and learning plans, which are periodically reflected on. This ongoing review enables students to monitor their own progress.

However, it is the immediate learning in practice (preparing and serving food) that is the motivator for the students. As Nelson Training Centre has a rolling enrolment policy, there are always students who have been in class longer who become peer mentors. Students appreciate having these mentors to guide them while they develop confidence, especially in serving customers in the café and restaurant weekly. This policy also works for Nelson Training Centre as they can keep classes full, especially when employers are employing students before they complete the programme.

The student-to-tutor ratio (12:1) is manageable for monitoring any friction that might affect student learning. Students commented to the evaluators that Nelson Training Centre was 'a safe place of learning where they were encouraged to and did leave external concerns and issues at the door'. Further, they referred to staff and peers as 'family'. These were positive statements from students who were now motivated to learn and are achieving. While it was clear that staff support students, they have defined the boundaries of support and have used external organisations to provide more one-to-one tutoring, and will refer to external bodies if required for personal student support. This ensures that tutors can concentrate on supporting the students' learning.

The PTE has clear expectations of the students that food will be prepared and ready for serving Thursdays and Fridays, and all contribute. This methodology works as students look forward to these weekly interactions. They could identify who of their peers were very confident working in the café and restaurant and were good role models as their own skills and confidence developed. Following the service to customers, the students also dined, which they appreciated.

### 1.5 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 director has maintained a clear purpose and direction while remaining agile to cope with changing education policy and funding requirements. He has built up a strong network from the industry, education and community sectors and is willing to seek advice and guidance from these networks as reported earlier when moderation and numeracy teaching required strengthening.

Nelson Training Centre serves low-cost meals (\$2 meals and \$2 coffees) to the public in the café Thursdays, and free lunches to voluntary community services and service agencies on Fridays. While students get real experiences of serving customers, they are also seeing Nelson Training Centre contributing back to the community. Thursday café customers appreciate the low-cost meal options and Friday lunch customers appreciate having their volunteer services acknowledged. Both groups provide feedback on the practice of the students, which the tutors use in ongoing teaching.

There was good evidence of collaborative strategic planning with staff, with clear milestones and measures set. Measures are monitored to check that targets are being met. The smooth transition to the New Zealand qualifications and the Vocational Pathways programme attests to this collaboration. The director diarises planning through the year and so has information to inform the next plan, which appears fit for purpose and works for the organisation. In addition to this collaborative planning, staff feel valued, and referred to the ongoing professional development as an example. The director arranged additional weekly external support to help staff complete their National Certificate in Adult Literacy and Numeracy Education.

### 1.6 How effectively are important compliance accountabilities managed?

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

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

The director is aware of Nelson Training Centre's obligations to ensure compliance accountabilities are managed, and the PTE has strong compliance management processes in place. The evaluators did not identify any instances of non-compliance during this EER. The comprehensive quality management system is regularly updated and has quality assurance checks attached to each section which are implemented effectively. These checks assure the director that Nelson Training Centre is compliant with the Education Act and NZQA rules. The quality

management system also includes a risk management plan identifying internal and external risks to the organisation which are managed with actions in place to mitigate these risks. Examples include the succession planning in place should the director, administrator or tutors not be available to carry out their duties, so as not to disrupt students' learning. There are also clear actions to assure the organisation that it is compliant with occupational health and safety requirements, important as the training involves preparing and serving food. Nelson Training Centre has also identified the requirements of agencies such as the TEC, NZQA and Service IQ to assure itself that it is compliant with these requirements.

Nelson Training Centre is a small organisation of four staff who work together to ensure consistency and manage compliance. All attendance, withdrawals, assessments and unit standard achievements and reports are checked by both the administrator and director to assure accuracy of data.

The hospitality programme has been approved post the Targeted Review of Qualifications, and the evaluation team confirmed that delivery hours match programme approval documents.

## Focus Areas

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

### 2.1 Focus area: Hospitality Training (Level 2)

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

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

# Recommendation

NZQA recommends that Nelson Training Centre:

- Extend its formal tracking of graduates beyond the current three-month period, including the employer and graduate feedback collation and analyses, which will strengthen their already strong self-assessment practices.

# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

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

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.*

*The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

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

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