Report of External Evaluation and Review

Matapuna Training Centre

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 18 January 2012

Contents

MoE Number: 9401

NZQA Reference: C05583

Date of EER visit: 20 and 21 September 2011

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:	118 Disraeli Street, Gisborne
Type:	Private training establishment (PTE)
First registered:	1991
Number of students:	Domestic: 92

- Foundation Focussed Training Opportunities: 15
- Training For Work: 15
- Youth Training: 50
- Youth Innovation: eight
- Alternative Education: nine

In addition, Matapuna Training Centre (Matapuna) has a contract to deliver intensive literacy and numeracy training part-time (100 hours) to 30 students.

Number of staff:	18 full-time, three part-time
Scope of active accreditation:	Matapuna delivers training and assesses against unit standards that can lead to:

- National Certificate in Business Administration and Computing (Level 2)
- National Certificate in Computing (Levels 2 and 3)
- National Certificate of Educational

Achievement (Levels 1, 2 and 3)

- National Certificate in Employment Skills (Level 1)

Sites:	As above
Distinctive characteristics:	Matapuna is a small Māori PTE based in Gisborne. It offers Training Opportunities and Youth Training programmes, an Alternative Education programme, and an Intensive Numeracy and Literacy programme called NAIL.

Matapuna completed two nationally funded projects to help build capability and improve outcomes for learners including:

- **Integrating assessment for Māori youth learners** – *for Māori learners entering tertiary education for the first time*

- **He Huarahi Whakamarama** – *embedding literacy and numeracy into computing for learners from Matauranga Māori environments*

The chief executive and delegated staff have attended self-assessment conferences and workshops to develop self-assessment awareness and capability.

Recent significant changes:	Matapuna is in transition from offering year-long programmes to 26-week Foundation Focused Training Opportunities programmes and 13-week Training for Work programmes.
Previous quality assurance history:	Matapuna was last quality assured by NZQA by audit in 2007 and met all requirements.

More recently, Matapuna has responded to a request for an action plan to address the moderation report for music unit standard 10651 judgements.

2. Scope of external evaluation and review

The focus area selected for this EER was:

- Training Opportunities programmes - Computing (Business Links)

Previously, these programmes were a year in duration. The organisation is in a transition year following Ministry of Social Development (MSD) and Tertiary Education Commission (TEC) policy changes in 2011. These programmes, now the 26-week Foundation Focused Training Opportunities and the 13-week Training for Work opportunities, are offered to 30 students.

- Youth Training (Youth Links)

The majority of the training offered by Matapuna is to 50 Youth Link students who select from interests in sporting pursuits, flick (film), flair (personal grooming), music, computing, and visual arts.

The Business Links and Youth Links programmes provide the majority delivery for Matapuna.

The other focus area is the mandatory focus area:

- 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 EER team comprised two lead evaluators. The team visited the Disraeli Road site over two days and met with the chief executive, the management team, board trustees, tutors, students, and stakeholders.

A range of documentation was viewed before and during the visit and included strategic reports, monthly reports, an independent survey, and review and action plans.

Matapuna Training Centre has had an opportunity to comment on the accuracy of this report, and any 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 **Matapuna Training Centre.**

Matapuna has exceeded its contracted education performance indicators for the last five years. These indicators include unit standard credit achievement and labour market outcomes that lead to qualification completions, and progress to higher levels of training or employment. Matapuna has also collated and analysed its learners' success in achieving national certificates, with 23 national certificates achieved in 2009 and an increase to 61 in 2010. These are excellent results from learners who had not previously experienced education success, and excellent results for the organisation as it shows consistency of performance exceeding expectations over time.

Matapuna identified through evaluations and observations that learner well-being impacted learner achievement. The strategies it implemented to raise the well-being of learners and to minimise barriers to learning impacted positively on outcomes. Learners interviewed acknowledged the support and guidance from Matapuna, including provision of transport to and from courses, gym facilities and a personal trainer, and the provision of a nutritious daily meal which all helped to raise personal well-being and motivate learners to set and achieve their goals.

Matapuna participated in a nationally funded research project to raise staff capability in literacy and numeracy delivery, with the aim of improving learner literacy and numeracy ability to minimise barriers to learning. Matapuna compared learners' results from the initial diagnostic tests to the final tests to show the positive literacy numeracy progress being made. This study should now extend to comparing literacy and numeracy growth and success in education outcomes.

Independent surveys of stakeholders, begun in 2010, have attested to satisfaction with current provision and also the identification of areas for consideration to ensure Matapuna continues to meet stakeholder needs. All survey recommendations were implemented and are at varying stages of identifying how well the improvements impact on educational performance.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Matapuna Training Centre.**

Matapuna management identified that capability in self-assessment was key to full engagement by staff, and implemented strategies to gauge what was already happening in terms of good self-assessment, areas to improve, and areas requiring capability-building.

The implementation of activities to increase well-being for staff and learners resulted from past self-assessment, as did the guidance and support practices to minimise barriers to learning. These were good examples of self-assessment working well.

More recent self-assessment identified improvements to learning materials and literacy and numeracy capability, and the positive benefits of using Māori pedagogy and integrated assessment to increase learner engagement and learning.

Participation at self-assessment conferences and workshops helped build capability at management level. Self-assessment is now well grounded within management and is developing through the teaching and support staff to ensure that self-assessment information and processes are used to inform and understand educational performance, and that interventions used will bring about credible improvements. Management has included NZQA's key evaluative questions in programme reporting and the performance management of staff.

Increased awareness through the EER process of other areas to improve demonstrated to staff how self-assessment is evolving and dynamic. Staff identified how more robust collation and analysis of destination data could determine the full value of outcomes to learners and employers. They also identified the self-assessment value of tutors using their monthly course reports to inform ongoing teaching and outcomes and analysing the extent to which literacy and numeracy progress impacts on educational outcomes.

TEO response

Matapuna has accepted this report as factually accurate.

Findings[1]

## 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 **Good.**

Matapuna educational outcomes have exceeded contractual expectations for the last five years. These outcomes include unit standard credit achievement and labour market outcomes, where learners progress to higher-level training and employment. In addition, learners completed 23 national certificates in 2009 and 61 in 2010. Achievement rates for labour market outcomes were 74 per cent for both programmes in 2009 and 62 per cent for Business Links and 67 per cent for Youth Links respectively in 2010. These rates exceed the sector median.

These are excellent outcomes as the successful learners had not experienced education success and were considered transient. Matapuna has robust processes in place which have supported the consistently excellent results over the last five years.

Matapuna Performance – Unit Standard Credit Achievement and Labour Market Outcomes

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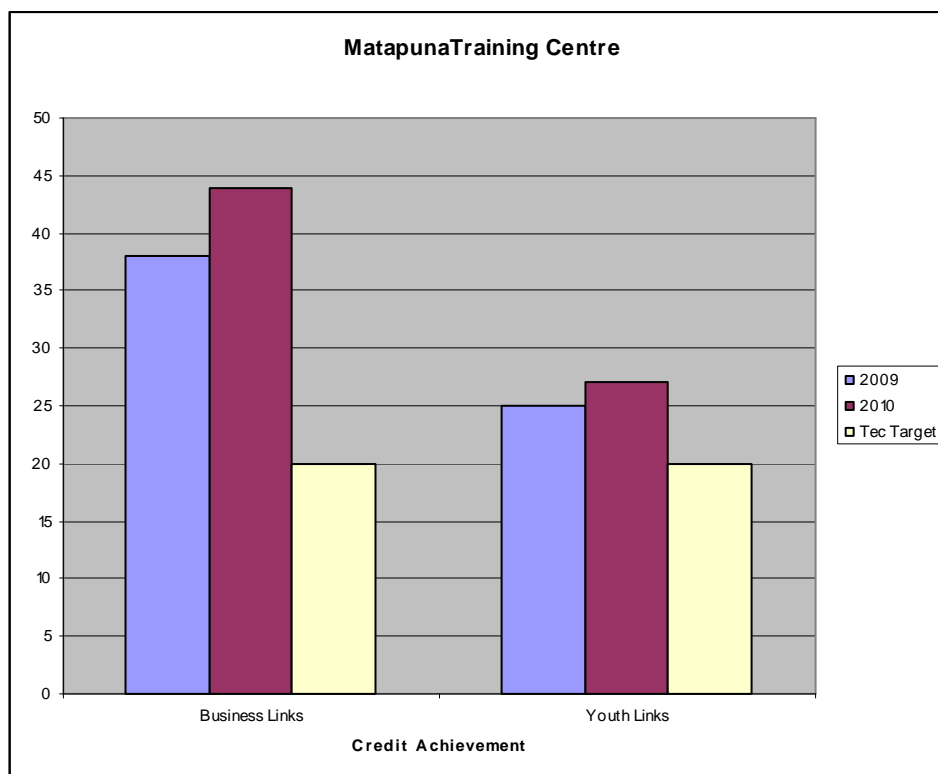
[1] The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Matapuna Training Centre
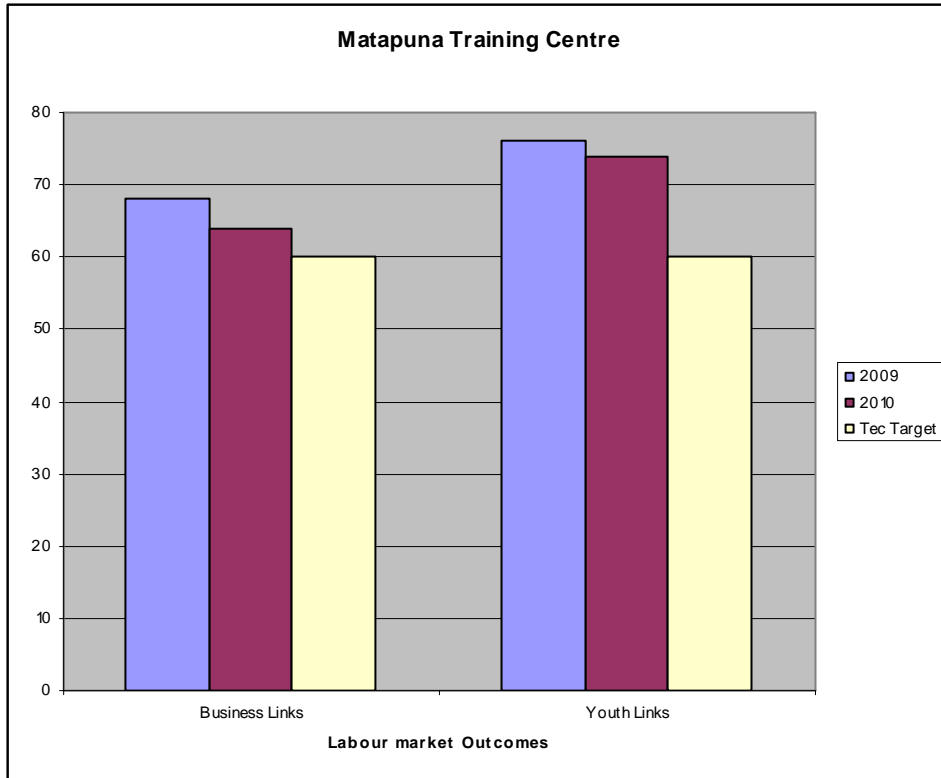
Matapuna has previously used formal and informal processes to gauge learner feedback. These included daily interaction with learners, goal-setting review opportunities, and evaluations. Feedback was extended in 2010 to include an independent stakeholder survey of board trustees, tutors, employers, and whānau. The findings attested to positive current provision. Areas for improvement included increasing numbers of Māori-speaking tutors, integrating tikanga Māori across teaching delivery, and extending the well-being project to include staff. The organisation notes that future surveys would refine survey questions to matching and meeting stakeholder needs and to the benefits of including focus group reviews.

Matapuna has collated both anecdotal and documented graduate destinations. Its challenge is to extend graduate data beyond the current TEC requirements to affirm or inform that delivery and achievement are meeting employer needs.

Literacy and numeracy ability is a major focus for foundation learning. Matapuna involvement in a national research project has led to increased staff capability. Data was available showing the progress of students using the TEC progressions. Staff have a greater awareness of embedding literacy and numeracy. This is the first year of implementation using the literacy assessment tool and staff will be able to compare literacy and numeracy progress and success in education outcomes.

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 Good**.**

Matapuna is providing valued outcomes to its stakeholders. Value to the learners includes goal-setting and achievement, increased skills, qualifications, and raised self-confidence, personal growth, and well-being. Learners have access to up-to-date resources in areas such as music, including recording opportunities, film and camera, and computing. Attention to personal wellness has raised health and personal well-being. One student is now a qualified Zumba fitness instructor and leads daily Zumba sessions for staff and students. Post-training, many learners have gained employment or have accessed higher levels of learning at other institutes. These are all positive and valued outcomes.

Value to whānau was expressed through students being engaged and succeeding at study. Whānau celebrate success at Matapuna events and graduations. Parents interviewed in the stakeholder group attested to the benefits of training at Matapuna and proudly showed photographs and DVDs of the demonstrated increased confidence and skill sets of their children.

Employers gain graduates who are healthy, skilled employees. Examples were provided of graduates who have maintained well-positioned, long-term employment, such as in a well-known local law firm, local council, radiology work, and a Rural Education and Activities Programme (REAP).

Organisers of major iwi and regional community projects and events collaborate with Matapuna to film these. Students benefit from gaining work experience to practise their skills, and the community receive historical recordings of the events. Events include those to support the Ngati Porou Digital Strategy (a Youth Link course filmed the Te Rangitawaea Festival). Students also filmed the Tamararo regional kapa haka competitions and celebrations and the Tomorrow People concert was hosted at Matapuna. Homai te Pakipaki, based on a well-known Māori television programme, was hosted by Matapuna. These are just a snapshot of activities. At all these events, students are filming and interviewing participants and the public, increasing their confidence and skill sets.

Other learning institutes benefit from graduates who enrol ready for learning. Stakeholders interviewed representing other institutes acknowledged Matapuna as a credible "feeder" to their institutes and a collaborative partner in ensuring that new programmes are discussed and considered for their impact on potential students and current delivery.

The independent 2010 survey affirmed some of what occurs already. However, it would be useful to expand the scope of enquiry to include graduates and employers of current graduates to inform future delivery.

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 **Good.**

Matapuna uses a number of mechanisms to determine how well it is meeting stakeholder needs.

Newly enrolled students are tested to gauge their current strength areas and where they may need additional support. They are tested on the literacy and numeracy placement test and Visual, Aural, Reading and Kinaesthetic (VARK) learning style tests. They may be placed in taster courses to help them make the right choices about where they want to train. Staff are keen to ensure that students enrol in courses that will help them realise their goals, and suitable support mechanisms are in place. Staff assist students to determine Individual learning plans and goal-setting, which are reviewed regularly and changed as appropriate. Literacy/numeracy diagnostic testing with progress reports and end-of-course testing are used to measure literacy and numeracy progress. Not all have progressed, but Matapuna has identified some reasons why and anticipates more analysis around this work. These reasons include time-lapsing where learners have lost concentration. Staff described some of the intervention strategies that have resulted from their analyses to ensure students benefit optimally from the literacy numeracy project.

The board trustees and staff have extensive networks and provide Matapuna with feedback about the courses. Close liaison with whānau also provides feedback. The independent 2010 stakeholder survey input included feedback from employers, staff, students, trustees, and the wider community. The survey affirmed some of what is already known, such as how personal well-being and regular attendance impacted learner-readiness, and identified some areas for attention. However, the survey showed the potential to refine the information requests from the various stakeholder groups to inform particular Matapuna strategies.

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 **Good.**

The senior management team (SMT) provides clear leadership and mentoring to better inform teaching to raise learner achievement. An example is the literacy and numeracy qualification. SMT members completed the National Certificate in Adult Literacy Education (Educator) qualification and three teaching staff have completed the National Certificate in Adult Literacy Education (Vocational), with another tutor about to complete. Increased staff capability in this area is a very good strategy, as embedded literacy and numeracy requires an organisation-wide focus to raise achievement.

The mentoring programmes extend to new students and tutors generally, with examples through the introduction of integrated assessment, Māori pedagogy, and the support provided by DVD resources such as "Knowing your learners". Peer support and observations are encouraged as part of performance management and ongoing development. These are all good strategies as they increase staff teaching capability and reflection. Matapuna has also used research projects to inform teaching and include the previously noted integrated assessment model and the literacy and numeracy project. The national research project, He Huarahi Whakamarama, has informed the organisation's own needs assessment project, Kia Timata, which was developed to identify learners' literacy needs below step one of the TEC learning progressions. The integrated assessment model integrates tikanga through all courses.

The programmes are well resourced in computing, music, sport, film, and recording equipment and tutors have additional up-to-date equipment available through their networks for community and external projects. Staff use trips, work experience, and guest speakers to enhance the teaching experience.

Staff are acknowledged and rewarded through awards and a bonus system for exceeding key performance indicators to motivate raising student achievement.

There was evidence of review leading to improvement in learner achievement through the previously reported literacy and numeracy strategy, teaching package reviews and refinements, and the integrated assessment model.

Matapuna identified that two of the teaching staff have recently joined Matapuna, and the organisation is keen to use the increased awareness of self-assessment to further develop the use of collated data and monthly reporting to inform ongoing teaching.

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.**

Matapuna has made a concerted effort to address pastoral care needs to maximise academic achievement.

Learners attested to the whānau environment provided by Matapuna and the teaching, support, and guidance from staff as instrumental in their success. Support for minimising barriers to learning included comprehensive information about the offerings of Matapuna, taster courses to confirm programme choices, transport to and from the course, a daily meal, a gym and personal trainer on site, and Zumba fitness classes on site. The attestation was endorsed through the learner evaluations and the independent stakeholder survey.

Other services available to learners include one-to-one pastoral and academic support where required, access to a qualified social worker on site, whānau present at initial interview and kept in the loop with progress reports, online suggestion box to air issues, class buddy system and post-placement/course support to update curriculum vitae, computer use, and job search support. The numerous services available ensure learners are well supported to achieve their educational and personal goals.

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 **Good.**

Governance and management demonstrate clear leadership and ensure goals are collectively agreed and well communicated. The goals include rates of learner achievement.

The chief executive is involved nationally through research projects (literacy and numeracy) which lead to presentations at conferences on the literacy and numeracy projects and to resources produced and sought from other education providers.

Staff are included in research projects and presentations. This appreciation of staff also extends to acknowledgement awards, professional development opportunities, resource provision, and remuneration. Just as student success is acknowledged and celebrated, so is tutor achievement.

Matapuna anticipates and is responsive to change, as demonstrated through engagement with the TEC, MSD and Ministry of Education to discuss policy changes for the Foundation Focused Training Opportunities and the Training for Work and Youth Training opportunities programmes. A work broker was employed to help with employment opportunities to meet new MSD policy guidelines.

Where evidence of less than satisfactory tutor performance is identified, management has implemented support and professional development to address these issues. However, where there was insufficient improvement, employment was terminated. This demonstrates that Matapuna will fully support tutor development, but that learners are the priority.

Matapuna has identified through self-assessment the capability-building areas to develop further, or in some cases has implemented development strategies, although it is too early to judge how effectively these strategies support learner achievement. Data is collated and analysed, but fully identifying how the improvements have led to increased learner achievement is still a work in progress. Senior management has the challenge to ensure that self-assessment knowledge and practice is comprehensively implemented across all areas of the organisation. A further challenge is to manage the transition delivery from year-long programmes

to the shorter 13 and 26-week courses while ensuring the previous excellent educational outcomes are maintained.

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 **Excellent.**

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

2.2   Focus area: Training Opportunities programmes – Computing

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

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

2.3   Focus area: Youth Training

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

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

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied 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 non-university 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).

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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