

Report of External Evaluation and Review

Golden Bay Work Centre Trust

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 10 October 2012

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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:	Golden Bay Work Centre Trust
Type:	Private training establishment (PTE)
Location:	84 Commercial Street, Takaka
First registered:	1995
Number of students:	Domestic: 18, including 11 Foundation Focus Training Opportunities (FFTO) funded students, three Youth Guarantee-funded students; four Alternative Education-funded students International: nil
Number of staff:	One manager, five full-time tutors, five part-time tutors.
Scope of active accreditation:	<ul style="list-style-type: none">• National Certificate in Employment Skills• National Certificate in Educational Achievement (Levels 1 and 2)• National Certificate in Horticulture (Foundation) (Level 2)• National Certificate in Computing (Level 2)• Certificate in Visual Arts (Level 2)
Sites:	One main site, at 84 Commercial Street, Takaka. There is a secondary site for the Land Based Skills programme at 24 Waitapu Road, Takaka. Trustees have also ratified the safety and appropriateness of two additional sites in Takaka for hands-on, practical tuition in Land Based Skills

and Raranga.

Distinctive characteristics: Golden Bay Work Centre Trust has three main strands of activity: education, management of its property and community development. The trust is the only tertiary education organisation (TEO) in Golden Bay that is funded by the Tertiary Education Commission (TEC) for FFTO and Youth Guarantee courses. In addition, it is the only TEO in this region funded by the Ministry of Education for Alternative Education provision. Golden Bay is an isolated area, separated from the remainder of the Nelson region by the Takaka Hill. The area is recognised by Work and Income as a 'limited employment location'. The nearest alternative TEO is 56 kilometres away, in Motueka.

The courses delivered by Golden Bay Work Centre Trust have primarily been at levels 1-3, although the TEO is accredited to deliver some unit standards to level 4. Its focus has been on increasing literacy and numeracy and information technology; these skills have been taught in recent years through arts, horticulture, and computing courses. In 2010, 45 per cent, and in 2011, 37 per cent, of all of the unit standards that were taught and assessed against were in the field of information technology. The remainder are made up mostly of a combination of land-based skills, fibre arts, and visual arts.

Golden Bay Work Centre Trust is a small training provider in a long-established location within Takaka, and with long-serving staff and an actively involved board of trustees. This stability is a distinctive characteristic of the TEO. It is effectively engaged with its community, which includes voluntary and community organisations, local employers, and the local marae.

Recent significant changes: The most significant change within the past year has been the change to FFTO funding conditions, from full-year courses to courses delivered over 26 weeks. The TEO reports that this has had a major effect on its ability to deliver a course that will lead to a qualification for the learner at level 3 or 4, as had previously been the case. As a result, the Certificate in Visual Arts (Level 3) and the National

Certificate in Computing Skills at levels 3 and 4 have been dropped from the curriculum. The focus on qualification completion is now on the National Certificate in Computing Skills (Level 2).

Golden Bay Work Centre Trust is funded for 14 FFTO students in 2012 (over two funding periods) and three Youth Guarantee students.

Previous quality assurance history: The Golden Bay Work Centre Trust was previously audited by NZQA for quality assurance in 2003 and then again in 2007, meeting all of the requirements of the standard then in place.

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review (EER) of Golden Bay Work Centre Trust included the following mandatory focus area:

- Governance, management, and strategy.

The following focus area has been selected because it is a key course delivered by Golden Bay Work Centre Trust:

- FFTO – Computing Skills programme (26 weeks).

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 spent two days on site conducting the EER at the organisation's training site at 84 Commercial Street, Takaka. During the visit the two evaluators met with the manager, the tutors, and 11 students from all three courses currently delivered by the trust: the arts, horticulture, and computing programmes. Face-to-face interviews or telephone conversations were held with three board of trustees members (including the chairperson), representatives of Work and Income and the Ministry of Social Development (MSD), the principal and information technology teacher from Golden Bay High School, representatives of the Department of Conservation, the Tasman District Council Community Board, and Golden Bay Community Workers Inc. A range of the TEO's documents and records was also reviewed.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Golden Bay Work Centre Trust**.

Golden Bay Work Centre Trust's focus on literacy, numeracy, and information technology is clearly demonstrated through the FFTO-funded Computing Skills programme. The TEO effectively assesses the needs of its learners and provides up-to-date and sufficient physical resources to support programme delivery. The tutors have demonstrated their high level of effectiveness in accommodating what is largely a self-paced teaching and learning model. A stated goal of Golden Bay Work Centre Trust is to continue to develop information technology as an area of excellence in its educational performance.

A key performance indicator of FFTO funding is that 60 per cent of learners progress into further training, education, or employment within two months of leaving the programme.¹ The TEO achieved 58.9 per cent against this performance indicator in 2011, a result that is seen as credible in the context of the region's classification as a limited employment location (LEL)², and the isolation of the Takaka/Golden Bay area from the rest of the Nelson region. With the TEC benchmark set at 20 credits per learner over the period of the FFTO-funded programme, the TEO achieved an average of 53.75 credits per learner in 2011, a marked increase from an average of 29 credits in 2010. The Youth Guarantee-funded learners achieved similarly, with an average of 33 credits in 2010 and 52 credits per learner in 2011. Changes in funding contracts over that period saw a reduction in achievement of national certificates at levels 3 and 4, and a marked increase in numbers of national certificates at level 2.

Golden Bay Work Centre Trust is effective in assessing and matching learners' needs. The learner pathways plans for FFTO-funded learners, and the individual learning plans for the Youth Guarantee learners, are explicit about the identified needs assessment of learners with respect to these valued outcomes, along with enhancement of confidence and well-being. Initial interviews, literacy and numeracy testing, individual attention as a result of the small class sizes, and ongoing monitoring of learner progress all contribute to this effectiveness. Students' evaluations and interviews at the EER confirmed that current and past learners valued the way in which their own needs were being met and matched with their plans.

The provision of education and training is meeting local needs and is highly valued by both learners and the community. Learners at the Golden Bay Work Centre

¹ Contracted destination outcomes, Golden Bay Work Centre Trust Investment Plan, 2012.

² LEL as defined by Work and Income uses MSD areas.

Trust value the opportunity to get a new direction in their lives, engage with the community, and gain employment. Employers and other stakeholders confirmed the value of the TEO's excellent understanding of the community's needs and the way in which the TEO works towards delivering work-ready graduates.

The training delivered by Golden Bay Work Centre Trust is of value to two local secondary schools, in that the TEO provides an alternative route to compulsory education for otherwise-alienated students. In 2011, Alternative Education learners achieved an average of 21 credits per learner, a performance level that is highly regarded by both the TEO and the local secondary schools.

MSD has signed a 'high trust contract' with Golden Bay Work Centre Trust, reflecting confidence in the TEO's contribution to regional employment needs. A local employer representative noted the contribution of professional development provided by the TEO to the local business community. This is pitched at the right level and is accessible. The value of the TEO to the community is also reflected in its work with the local marae (Onetahua), and ongoing student projects with community groups, for example web designs for voluntary and community organisations.

Golden Bay Work Centre Trust meets regularly with at least two other TEOs in the Motueka area. Although the nearer of these is 56 kilometres away, both TEOs teach similar programmes at levels 1-4, and are also funded by the TEC for FFTO programmes. The trust keeps in touch with students who have completed their programme; two past students who were interviewed valued their continuing contact with the TEO, confirming its position as being central to the local community. One community stakeholder stated: 'This is an exceptional organisation (for) matching needs – it keeps a finger on the pulse of what people are asking for'.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Golden Bay Work Centre Trust**.

Self-assessment is a regular and normal activity of the Golden Bay Work Centre Trust, engaged in by the board of trustees, the manager, and the tutors, with feedback from learners and stakeholders informing self-assessment practices.

All tutors keep an administration folder in which notes are kept on each student's progress for each week of the course. The administration folder is both a record of the tutor's critical reflection on course progress and ongoing teaching and learning, and a full record of all related events, including tutor-student interviews and student feedback. The manager produces a monthly report for the board, also with a self-evaluative theme. A recent special report, for example, focused on how well learners achieve, based on analysis of achievement data from 2003-2011. The achievement data, which is all derived from the student database, covers annual completions of qualifications and unit standards, achievement of Māori students, and gender balance over the period.

The tutors and manager reflect on teaching and learning issues regularly, through tutor meetings and one-to-one interviews. Informal self-evaluation activities are balanced by formal course reviews and student feedback. A constant theme within all self-assessment activity is needs assessment. This is also informed by literacy and numeracy testing at entry and exit from courses (TEC assessment tools are used) and good communication with local MSD and other referral services, to ensure that the learners' needs are most likely to be addressed through the courses delivered.

Members of the board of trustees are kept well informed about the work of the Golden Bay Work Centre Trust, often through regular informal visits to the TEO. As board members they provide an important link between the TEO and its communities of interest. The board has a strategic plan, which is reviewed annually. Self-assessment is acknowledged by board members to be an important part of its focus. The board has engaged an external consultant in the past to assist with its strategic planning and with managing the interface between the TEO and its communities of interest.

The TEO completed a survey of local employers in 2009³, focused on understanding employer needs and expectations for both skills and attributes, and which confirmed the value of the core skills being developed. There is an opportunity to repeat this survey; however, the analysis of the survey which was undertaken in terms of needs analysis of different local employment types, remains current and useful. The TEO compiles 'visual diaries', which are ongoing records

³ What Do Employers Want? Golden Bay Work Centre Trust Survey, 2009.

of local notices, job advertisements, and newspaper clippings, all of which reflect the TEO's continuous engagement with the community.

Golden Bay Work Centre Trust engages in regular and effective self-assessment, at all levels of the organisation. This enables it to be well informed about learner needs and about the needs and aspirations of the community with which it is engaged. Engagement with the community is reflected by the involvement and governance activities of the board of trustees, by the active network of external stakeholders (including funding and referral agencies), and by the positive outcomes achieved by learners. Self-assessment feeds into strategic planning, leading to the ability of the TEO to adjust to changes, such as the recent changes in funding conditions for FFTO courses, and to maintain achievement of positive outcomes for its learners and other stakeholders. The Golden Bay Work Centre Trust already gathers very rich data, both formally and informally.

As further improvements in self-assessment are made over time, for example in refining further the course review process and further formalising ways of receiving feedback from external stakeholders, self-assessment will increasingly enable Golden Bay Work Centre Trust to bring about further worthwhile improvements to the delivery of all of its programmes, including the Computing Skills programme.

Findings⁴

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**.

A key performance indicator required of FFTO funding is that 60 per cent of learners progress into further training, education, or employment within two months of leaving the programme.⁵ The TEO achieved 58.9 per cent against this performance indicator in 2011, a result that is seen in the context of the region's classification as a limited employment location (LEL)⁶, and the isolation of the Takaka/Golden Bay area from the rest of the Nelson region. With the TEC benchmark set at 20 credits per learner over the period of the FFTO-funded programme, the TEO achieved an average of 53.75 credits per learner in 2011 – a marked increase from an average of 29 credits in 2010. Changes in funding contract requirements over that period saw a reduction in achievement of national certificates at levels 3 and 4, and a marked increase in numbers of national certificates at level 2. There was an average occupancy in 2011 of 94 per cent. The Youth Guarantee-funded learners achieved similarly, with an average of 33 credits in 2010, and 53 credits per learner in 2011. For the Youth Guarantee students on the computing programme, there were 80 per cent destinational outcomes in 2011, and a 98 per cent occupancy rate.

The TEO has engaged in self-assessment with respect to learner achievement for a number of years. For example, a report prepared by the manager for the board of trustees in early 2012 (How Well Do Learners Achieve?) has analysed achievement data gathered from the student database. This data covers annual completions of qualifications and unit standards, achievement of Māori students, and gender balance over the period. Data is also kept about graduates' destinations, whether to employment or to further study. This self-assessment and analysis enables the TEO to remain well informed about learner needs and about the needs and aspirations of the community with which it is engaged.

Evidence for the high achievement of learners at Golden Bay Work Centre Trust is provided within the TEC reports, with the most recently sighted TEC data being for 2011. It is also provided by the TEO's own in-depth analysis over a lengthy period (2003-2011), and its effective data-recording systems, which have also recorded achievement data for the first half of 2012. The TEO is now funded by the TEC for

⁴ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁵ Contracted destinational outcomes, Golden Bay Work Centre Trust Investment Plan, 2012.

⁶ LEL as defined by Work and Income uses MSD areas.

26-week FFTO courses. In the first course delivered in 2012, all six students achieved at least three unit standards and, prior to the check for three-month destination outcomes, three had moved into employment or to further study. A similar achievement rate was also recorded for the arts and horticulture programmes.

The 'value-added' components of the programmes delivered by Golden Bay Work Centre Trust are enhanced literacy and numeracy skills, increased confidence, motivation to seek employment, and other personal skills. These are addressed further in sections 1.2 and 1.3 of this report. The TEO gathers rich data about the achievement of these skills and attributes, for example in the administration folders developed for each course by the tutors. Further self-assessment of the extent and value of achievement of these personal, literacy, and numeracy skills could add value to the overall picture of achievement by the TEO.

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

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

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

Learners at Golden Bay Work Centre Trust value the opportunity to get a new direction, engage with the community, and gain employment. Evidence for this is exemplified by the learner pathways plans for the Computing Skills programme, and the individual learning plans for the Youth Guarantee students, along with the recorded student evaluations. Two past students who were interviewed at the EER confirmed the value of skills learned that are directly related to employment opportunities and personal creative endeavours. They also valued the ability to retain contact with staff and return to the TEO for assistance when necessary.

The TEO provides local training that is both highly valued and accessible. The external stakeholders who were interviewed provided confirmation of this; Golden Bay Community Workers Inc, Tasman District Council Community Board, and MSD representatives all reported the value of the training to the local community. In addition to gaining useful qualifications, learners are gaining skills for self-development and community contribution. This gives people choices for improving their lives. The local secondary school values the alternative route to compulsory education that is provided for otherwise alienated students. MSD has signed a 'high trust contract' with Golden Bay Work Centre Trust, reflecting its confidence in the TEO's contribution to addressing regional employment needs.

Golden Bay Work Centre Trust has developed a functional network of external stakeholders in the Golden Bay community in particular, also extending this into the larger Nelson region. The network includes other TEOs, community boards, employers, schools, funding bodies, and graduates of past courses delivered by the trust. There is a sound understanding of the value of the outcomes to the learners

and other stakeholders, because the TEO keeps good information of graduate outcomes, through course review and learner feedback. Tutors also reflect the community and are valued by the community for that reason. The visual diaries kept by the TEO each year are an excellent compilation of local job advertisements, notices, and newspaper clippings, all reflective of the TEO's continuous engagement with the community.

The TEO's survey of employers (What Do Employers Want) focused on understanding employer needs and expectations for both skills and attributes, and confirmed the value of the core skills being developed. There is an opportunity to repeat this survey; however, the existing needs analysis of different local employment types remains current and useful. A local employer representative who was interviewed noted the contribution by the TEO to the training needs of local employers; namely, that it was pitched at the right level and was accessible. The value to the community is also reflected in work undertaken in partnership with the local marae, and in student projects within the community, for example, web designs made by the learners for community and voluntary organisations.

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

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

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

The Golden Bay Work Centre Trust has a well-developed institutional knowledge about the needs of the community. Historically, the trust has been able to match these needs with qualifications. It was confirmed at the EER by stakeholder interviews that the current programmes match their needs. The TEO is constantly seeking new input or ideas. For example, there will be a meeting in September 2012 involving staff and stakeholders, to ensure that community and employer needs can continue to be well met by the 26-week courses that are now delivered with FFTO funding. The TEO has good knowledge about local demographics and employment requirements. A stakeholder who was interviewed stated that this organisation is exceptional in matching needs; it 'keeps a finger on the pulse of what people are asking for'.

The administration folder that is kept by all tutors for the duration of each course is a long-established and comprehensive method for recording individual learning needs, learner progress, and teacher responses. Its strength is the critical reflection that contributes to ongoing self-assessment throughout the organisation. There is also ongoing engagement with previous students, and organisation-wide quality assurance of internal processes for matching the training to learner needs.

The tutors and manager reflect on teaching and learning issues regularly, through tutor meetings and one-to-one interviews. Informal self-evaluation activities are balanced by formal course reviews and student feedback. A constant theme within

all self-assessment activity is needs assessment. This is also informed by literacy and numeracy testing at entry and exit from the courses (TEC assessment tools are used), and good communication with local MSD and other referral services, to ensure that the learners' needs are most likely to be addressed through the courses delivered. This continuous self-assessment is central to the success of the TEO in matching learner and stakeholder needs.

The Computing Skills programme has been responsive to feedback. An example is the introduction of web design content in response to stakeholder feedback. This course has shown itself to be successful in matching the needs of learners. Pathway plans for learners refer to the individual needs of the learners and how they will be matched. The TEO undertakes literacy and numeracy testing of learners at entry to all of its programmes, and learning styles testing⁷ to assist with matching learning needs through the programme. If learners are not yet ready to go on to employment or further study, they can be directed into a one-to-one programme (Counterpoint) delivered by the TEO in conjunction with MSD to prepare them for a further course. In response to the needs of Māori learners, the TEO can arrange for learners to be assessed in te reo Māori for some course components. There is an effective link with the local marae (Onetahua), with a tutor available for raranga and te reo Māori. A kuia from the marae is a member of the board of trustees. For learners who have been in full-time employment already, the TEO has been able to deliver the Computing Skills programme by a combination of distance and individual tutorials, for example to a primary school employee who was able to gain a national certificate in computing through this individual pathway.

The evaluators concluded that there is clear evidence of excellent performance, with evidence that the TEO has shown itself to be ready to continue to support the high achievements of the learners in a changed funding environment, with effective systems in place for consulting with all stakeholders in order to ensure that their needs are met. There is clear evidence throughout the TEO of highly effective self-assessment, enabling the organisation to understand the needs of its learners and other stakeholders.

1.4 How effective is the teaching?

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

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

The learning environment fosters a high level of learner engagement. The tutors have demonstrated their high level of effectiveness in accommodating what is largely a self-paced teaching and learning model. Effective teaching is demonstrable through the needs assessment undertaken of learners at entry to the

⁷ VARK testing: Visual, Aural, Read-Write, Kinesthetic (www.vark-learn.com/english/index.asp)

course, the course outline, administration folders kept by all tutors, professional development, the quality of internal communication between tutors and with the manager, and the collegial environment in which tutors work. The environment is seen by all as supportive, in which staff enjoy working and perform well. The Computing Skills tutor is a registered teacher and special needs specialist.

The tutors at Golden Bay Work Centre Trust are all well qualified as teachers and in their respective technical areas. The experience and commitment of the tutors was also reflected in the feedback received from stakeholders at the EER. Professional supervision is regularly made available to all staff. Along with this, performance appraisal is undertaken, with support provided for tutors where needs are identified. The support and collegial environment is illustrated in part by the general longevity of staff tenure. Staff members interviewed stated they 'love every day' and 'wouldn't want to work anywhere else'.

The tutor review and annual debrief of each course looks at areas for improvement. The process for this was revised for 2012, so that it is now formatted according to NZQA's EER indicators. The evaluators considered that some features of the previous model were perhaps more outcomes-orientated; however, there is still a very comprehensive course review, with a rich record of performance data. A refinement of the revised model could include more explicit improvement plans than those that are currently included.

The Golden Bay Work Centre Trust is meeting NZQA moderation expectations for the unit standards it assesses against. Moderation of course materials, assessment practice, and student work for the computing programme is also undertaken with the local secondary school. Although peer observation of tutoring is not routinely engaged in, it could contribute to enhancing tutor performance. The regular tutor meetings provide opportunities to share best practice and identify issues for attention or improvement.

The evaluators considered that self-assessment could give more attention to the impact of improvements on informing teaching and learning practices. While performance results indicate effective teaching, there could be more evidence of a structured and reflective organisation-wide approach to how the TEO knows that it has highly effective teaching. Given this, all stakeholder responses and learner feedback in evaluation forms indicated that teaching is regarded as highly effective. A strong culture of respect for all individuals within the organisation and for the teaching and learning process is an important feature of the learning and work environment, and contributes to learner success and satisfaction.

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 **Good**.

Support and guidance is at the heart of the culture and activities of Golden Bay Work Centre Trust. The evaluators found ample evidence of a highly supportive teaching and learning culture. Although there is no explicit self-assessment focus evident, students reflect the quality of support and guidance in their feedback and reported this in interview at the EER. For example, a past student reported having 'melt-down' moments that could not have been worked through without the support of the staff.

There is good provision of information with students about their options for receiving support and guidance. Attendance is monitored and unexplained absences are followed up (for example, by text message). There is a clear code of conduct and access on site to a range of community services and support. It was confirmed in interview with past and current students that support is offered both within and beyond the classroom. For example, Golden Bay Work Centre Trust has a memorandum of understanding with Golden Bay Community Workers Inc; if a student needs it, they can be funded through this social service organisation for counselling. The Onetahua Marae facilitates a session on cultural matters. Practical assistance is given to students applying for entry to other TEOs, in portfolio submissions, letters for referees, and curricula vitae.

There is a high level of engagement within the TEO with students through the one-to-one meetings, the learner pathway plans, and end-of-term reports. Strong relationships are fostered within this very supportive environment. This was confirmed in interviews with all students, and with the external stakeholders (for example, one stakeholder described the culture within the TEO as being 'wrap-around', where students are supported to get an education that would otherwise not be achieved.

There is a rich source of data about the support provided. At the end of the course, there is an opportunity to improve the meaning and effectiveness of the pathway plans by evaluating how well the expressed goals and aspirations have been achieved. This is a key guidance and support mechanism that is not yet overt, although learner feedback and course review covers this in a more general sense.

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**.

Golden Bay Work Centre Trust has three main strands of activity: education, management of its property, and community development. The provision of

education is strengthened by the organisational integration of these three strands. The contribution of the TEO to the community also reflects this integrated activity.

The trust is well advanced with its self-assessment and evaluative activities, for example in its stakeholder engagement, needs analysis, and tutor administration folders. The TEO has responded well, for several years, to the new evaluative system (for example, using the NZQA key evaluation questions and quality indicators in its review documentation), and is seeing the value of this. The management systems, including record-keeping, are effective and fit for purpose.

The board of trustees functions very effectively as a conduit for strengthening relationships and engagement between the education provision and the wider community. Members of the board are very representative of the community. Because of the longevity of people in their various roles within the TEO, there is a strong effect of embedded partnerships across agencies, and between the board of trustees and the community. There is an annual governance and management EER workshop; the conclusions of this inform strategic planning and the ongoing evolution of the strategic plan, with re-examination of goals and possible achievements. The board has engaged an external consultant in the past to assist with strategic planning and managing the interface between the TEO and its communities of interest. There is a 'whole trust' approach to service delivery with education and community development at its heart.

The evaluators recognised that this is a small organisation, which allows for small-scaled or detailed evaluative activity; for example, there are regular one-to-one tutor-manager conversations. The EER found evidence of excellent communication practices, which are underpinned by policies and procedures. For example, there is a new social networking policy, aimed at supporting safe practice in communications between staff and with students and stakeholders. The manager of the TEO reports monthly to the board, with reports indicating a transparent sharing of information. There are also occasional reports provided. Examples are the recent report on how well learners achieve, and the What Do Employers Want survey and its findings.

Despite the challenges of the local environment, including its isolation from other TEOs, and as a limited employment location, the evaluators have a high level of confidence in this TEO's resilience and ability to adjust to changing circumstances. Stakeholders who were interviewed described the organisation as being 'innovative and dynamic'. This characteristic is evident at the organisational level.

Self-assessment of governance and management functions is evident, and has assisted in bringing about a number of worthwhile improvements. As further improvements in this area are made over time, for example in refining the course review process and formalising ways of receiving feedback from external stakeholders, the evaluators consider that self-assessment will increasingly enable the Golden Bay Work Centre Trust to bring about further worthwhile improvements.

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**.

Refer to section 1.6 of this report for commentary on governance and management.

2.2 Focus area: Foundation Focused Training Opportunities – Computing Skills programme (26 weeks)

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

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

For comments relating to the individual key evaluation questions of the EER, refer to the relevant sections of this report. For all key evaluation questions, the EER has concluded that performance relating to this focus area is excellent.

Recommendations

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

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-eeer/introduction/>.

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