

# Report of External Evaluation and Review

## Target Education

Highly confident in educational performance

Highly confident in capability in self-assessment

Date of report: 21 August 2013

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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:	Target Education
Type:	Private training establishment (PTE)
Location:	21 Charles Street, Papatoetoe, Auckland
Delivery sites:	21 Charles Street, Papatoetoe, Auckland 16 Railside Avenue, Garden Place, Henderson, Auckland 5 Domain Road, Panmure, Auckland
First registered:	19 February 1992
Courses currently delivered:	<ul style="list-style-type: none"><li>• National Diploma in Social Services (Level 6)</li><li>• Future Focused Training Opportunities (FFTO); two programmes, 1) ESOL (English for Speakers of Other Languages) – General English and, 2) Multi-options pathways (Business Administration and Computing, level 2; Computing level 3; and Certificate in Employment Skills, level 1)</li><li>• ESOL General English (Beginner to Advanced) (levels 1-3)</li><li>• Youth Guarantee training</li><li>• Training for Work</li><li>• Workplace numeracy and literacy</li></ul>
Code of Practice	Yes; only one or two international learners have <i>Final Report</i>

signatory?:	been enrolled at any given time.
Number of students:	Domestic: 230-250 training places, mainly taken up by Pasifika and Māori learners, except in ESOL programmes (for New Zealand residents of diverse national backgrounds)
Number of staff:	Approximately 30 staff in administration, management and teaching positions
Scope of active accreditation:	<p>Active accreditation includes:</p> <ul style="list-style-type: none"> <li>• National Diploma in Social Services (Level 6)</li> <li>• National Certificate in Social Services (Level 4)</li> <li>• National Certificate in Computing (Levels 2-4)</li> <li>• National Certificate in Business Administration and Computing (Level 2)</li> <li>• National Certificate in Business (Small Business Management) (Level 4)</li> <li>• Certificate in Computer Graphic Design (Levels 4 and 5)</li> <li>• Certificate in Employment Skills (Level 1)</li> <li>• Computing and Information Technology (Level 2)</li> <li>• ESOL General English (Beginner to Advanced) (levels 1-3)</li> </ul>
Distinctive characteristics:	<p>Target Education was established in South Auckland as a private Pacific Island establishment in 1990. The majority of current learners are Pasifika and Māori who are school leavers and 'second-chance' learners. Seventy per cent of the tutorial and management staff are Pasifika and Māori.</p> <p>Target Education offers two classes for the Diploma in Social Services: one for full-time day students and the other for students currently employed in the social services sector who are able to attend classes in the evening. Target Education has also taught evening classes to</p>

agency cohorts at the learners' place of employment to make participation more accessible.

Recent significant changes: In early 2013, Target Education recruited a new management position dedicated to focusing on self-assessment, organisational research and staff development. This was identified as beneficial since it was in line with the changing academic focus of Youth Guarantee funding and informed ongoing reflection and development as the organisation's self-assessment capability matured.

A specialist employment officer was appointed to the West Auckland site in 2011.

Sector changes to the National Diploma in Social Services qualification in 2011 required Target Education to halt enrolments at that time. This affected occupancy rates and led to the loss of 20 Tertiary Education Commission (TEC) funded equivalent full-time places in 2013. Subsequently, one staff member had to be let go.

In late 2012 it was discovered that Target Education did not have programme approval to deliver the National Diploma in Social Services qualification, despite delivering components of the programme enabling achievement of the qualification since 2004. Programme approval was granted by NZQA in February 2013, but the delay affected currently enrolled students.

Previous quality assurance history:

Target Education met all requirements of the relevant standard when last quality assured by NZQA in 2009.

Target Education met the majority of NZQA's national external moderation requirements in 2012 (except for one standard). National external moderation requirements were met in 2010 and 2011.

## 2. Scope of external evaluation and review

The following focus areas were evaluated:

- Governance, management and strategy, being a mandatory focus area
- National Diploma in Social Services (Level 6). This is one of two Student Achievement Component-funded programmes delivered by Target Education and its highest-level qualification. In 2012, a total of 37 students enrolled in this programme.
- Foundation Focussed Training Opportunities (FFTO) – ESOL. The FFTO programmes have the highest number of learner enrolments. The ESOL programme is one of two FFTO programmes delivered by Target Education. It is delivered at Target Education’s Henderson and Papatoetoe training sites.
- Youth Guarantee (Henderson). This focus area provided the opportunity to review how Target Education had lifted achievement over time.

The evaluators did not visit the Panmure site for this external evaluation and review (EER), but they interviewed the centre manager of that site. Panmure is currently Target Education’s smallest site (84 learners were enrolled in 2012), and learner achievement has been consistent over time at that site.

## 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.*

Two evaluators conducted the EER over three days at the Henderson and Papatoetoe sites. During the EER visit, the evaluation team interviewed: Target Education’s director and management team; all three centre managers; teaching staff from each of the programme focus areas; a large number of learners from each of the programmes focus areas; several graduates; and a large number of stakeholders representing industry, education and community.

Documentary evidence was sighted during the EER visit, including: minutes of various programme review and centre meetings; external moderation information; tutor evaluation summaries; achievement data; a guidance and support template; and self-assessment information.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Target Education**.

Target Education's philosophy that every learner can have a positive educational outcome drives highly effective processes that are contributing to learning and other important outcomes, including:

- In-depth engagement undertaken with each learner to identify their goals and how they can be achieved, accompanied by intensive ongoing support and encouragement to obtain these goals and to aim high
- Programmes and activities that are highly responsive to learners' needs and circumstances and which are adapted to minimise barriers to learning
- Stakeholder relationships and engagement focused on seeking and improving ongoing learning and employment opportunities for learners
- Significant commitment and investment (time and effort) in providing guidance and support for every learner.

As a result, learners achieve educational success and an enjoyment of learning, often for the first time in their lives. The evaluators heard numerous examples from both learners and staff of how learners' lives had changed as a result of the belief, commitment and support of Target Education's management and staff.

A culture of achievement, coupled with a safe, caring, family-like learning environment, is set by the director, who gives appropriate autonomy, trust, responsibility, support and opportunities for growth to management and teaching staff. Staff members in turn share this respect, caring, high expectations, support and encouragement with the learners, who also reciprocate these values in their engagement with, and support of, one another.

Achievement across all programmes has been consistently strong, typically meeting or exceeding funder targets as well as internal benchmarks. Very strong labour market outcomes (ranging between 73 and 100 per cent for FFTO ESOL, and 66 and 82 per cent for youth in the last few years of national recession) reflect the relevance of Target Education's programmes, the support and encouragement learners receive to transition to further study or employment, and strong reciprocal stakeholder relationships.

ESOL learners, including learners who have resided in New Zealand for a number of years, identified how their improved English and greater awareness of community services (through Target Education's learning activities) have improved their confidence and sense of well-being and made them feel a part of New Zealand society and less socially isolated. Retention is high – learners only leave the programme early for employment opportunities.

Similarly, many learners in the National Diploma in Social Services programme (the diploma) have been supported to overcome significant personal challenges to complete the diploma, with strong course completions ranging between 73 and 87 per cent since 2010, and a two-year (2010-2012) qualification completion rate of 74 per cent for this 1.5-year programme.<sup>1</sup> As a result of their success and active encouragement from staff, and Target Education's recent collaboration with a local polytechnic to develop a higher pathway, many diploma learners now wish to progress to a degree programme, and the sector has gained substantially in Māori and Pasifika social work capacity.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Target Education**.

Target Education demonstrates an in-depth understanding of educational achievement based on robust data collection, analysis and self-evaluation across all of its programmes and activities. Effective self-assessment is enabled by a number of strong processes that ensure organisation-wide involvement in and responsibility for self-assessment at all levels. Comprehensive assessment systems and the cohesiveness of the organisation also mean that information is shared and used to inform improvements in both curriculum and staff recruitment and development. These processes include:

- Three to four (depending on programme length) annual management and tutor reviews of each learner's progress
- A monthly regular tiered review of attendance, credit achievement and learner progress undertaken by programme leaders, centre managers and management
- Weekly meetings of teaching staff, and monthly staff professional development meetings which incorporate an ongoing focus on moderation and assessment
- Self, peer and management staff appraisals
- Learner consultation and student evaluations
- Standardised reporting templates that capture consistent data about learner progress, well-being and support across programmes and delivery sites
- Annual programme reviews involving student representatives, graduates, stakeholders and staff

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<sup>1</sup> This figure is higher than the 32 per cent qualification completion figure presented in the TEC's annual performance summary for TEOs in 2011. This is because Target Education delivers the diploma programme over a period of 1.5 years. Therefore, Target Education uses a two-year completion rate to understand its performance (2010-2012).



- Ongoing informal day-by-day assessment of all aspects of programme delivery through close daily engagement by tutors and management.

Because self-assessment occurs daily in the classroom and regularly at programme level, and performance is analysed at a higher level annually, improvements are typically both immediate to respond to learners' emerging needs and interests (for example, small additions to the curriculum and new learning materials), and long term in being implemented on a broader scale after patterns identified from self-assessment information have been analysed and interrogated.

Examples of organisational responses to self-assessment include Target Education's recruitment of a specialist employment officer after labour market outcomes in one year were under par at one site, re-timetabling of classes to better suit learners' external commitments, and the introduction of additional literacy and numeracy testing methods after inconsistent results emerged across learners using one standard testing tool when it was observed that some learners were not engaging well with that tool.

All staff and managers are connected to relevant industry, education and community stakeholders and engage informally and formally on a weekly basis with stakeholders to understand and respond to their needs and to identify opportunities to meet learners' needs. More formal stakeholder advisory meetings are scheduled throughout the year as required (for example to gain advice on specific areas of focus), and programme review includes annual stakeholder meetings.

Target Education has a solid understanding of learner destinations as a result of its ongoing contact with graduates, and because many learners remain in ongoing contact with the organisation. Although the organisation is yet to systematically engage with graduates about their experiences at Target Education to understand the value of its programmes, there is some informal collation of graduate feedback. The organisation is currently planning how it can authentically utilise its frequent engagement with graduates for this purpose and is currently considering a series of questions to elicit relevant information.

# Findings<sup>2</sup>

## 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 **Excellent**.

Achievement across all programmes has been consistently strong over several years, typically meeting or exceeding funder targets and internal benchmarks. This is significant for many of Target Education's learners who, despite past negative learning experiences and various personal challenges, are achieving and have developed an enjoyment of learning, often for the first time. Many youth learners now experiencing achievement had previously failed to achieve or had been excluded from other learner environments and did not believe that they were able to learn. Hallmarks of Target Education are a belief that everyone can achieve and the enrolment of any learner with a willingness to participate.

The evaluators heard many examples from both learners and staff of how studying at Target Education had changed peoples' lives positively and in lasting ways, including building self-belief, developing skills leading to employment and helping to overcome isolation and depression, and setting and achieving high goals. All graduates interviewed were either undertaking further study or were planning to.

In the diploma programme, course completions each year have ranged between 73 and 87 per cent since 2010. This compares very well with average sector course completion rates of 79 per cent for PTEs in 2011, or a 71-74 per cent average for Māori and Pasifika learners enrolled in level 5-7 programmes in 2011.<sup>3</sup> Two-year diploma qualification completions for 2010 to 2012 are 74 per cent (two-year sector domestic student qualification completion averages for learners enrolled in 2010 are 32 per cent for level 5-7 programmes).

Between 2009 and 2011, labour market outcomes in the FFTO ESOL programme have surpassed the TEC's minimum requirement, ranging between 73 and 100 per cent. For youth training, labour market outcomes have also exceeded funder requirements (ranging between 66 and 82 per cent), with the exception of the Henderson site in 2010. As a result of this one exception, Target Education employed specialist expertise to focus employment opportunities at that site, which saw immediately improved results.

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

<sup>3</sup> [http://www.educationcounts.govt.nz/statistics/tertiary\\_education/retention\\_and\\_achievement](http://www.educationcounts.govt.nz/statistics/tertiary_education/retention_and_achievement)

Average credit achievement in the Youth Guarantee programme in 2012 was below that year's newly increased TEC target of 40 average credits per learner (actual achievement ranging between 23 and 38 credits). Target Education has since introduced a number of activities focused on improving these results, including activities aimed at encouraging learner cohorts to focus together on credit achievement, and current planning underway to design and implement an across-organisation project centred on improving numeracy and literacy.

Excellent achievement is attained because the learning environment fostered at Target Education is highly responsive to individual needs. The organisation works hard to ensure learners feel safe and comfortable and that different learning styles are identified and nurtured; high achievement for every learner is expected, encouraged and supported. All cultures are valued, with diverse cultural values integrated into the classroom by culturally competent and culturally diverse staff. Learners in the youth programme specifically identified that they have developed a better understanding of different cultures since studying at Target Education.

Teachers and management follow up non-achieving students individually, including undertaking home visits and working intensively with each student to respond to any difficulties being experienced. Because achievement is monitored on an ongoing basis, issues are typically addressed before they compound. Target Education has a solid understanding of why learners do not complete their studies and uses that information to enhance programme delivery and student support. Data collected about non-completion indicates that this is nearly always due to reasons outside of the organisation's control (e.g. employment opportunities, relocating and ill health).

Target Education collects and undertakes regular and robust analysis of achievement data across its three sites. This includes an annual outcome and performance analysis involving an assessment of the strength or otherwise of outcomes attained, whether improvements need to be made, where and how, and the setting of internal benchmarks for the year ahead. Annual internal benchmarks are set each year to reflect past results and current learner cohorts, and are authentically focused on realistic achievement goals to guide performance across each programme.

The evaluators considered that the collation and reporting of achievement data could be made somewhat sharper to enable easier or more immediate oversight and interpretation of the data. But this suggestion is more about form than substance, and does not detract from the fact that Target Education has robust data that it interrogates to ensure an in-depth understanding of learner achievement at a number of levels. The organisation is committed to continual improvement and has recently established a full-time management position dedicated to ongoing organisational development, including a focus on more sophisticated self-assessment processes and practices.

## 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**.

Target Education's belief in the potential of every learner has opened up opportunities and led to success for a number of students, including learners previously excluded from education or who have not experienced or enjoyed educational achievement. Many such experiences were detailed by both graduates and current students as well as employers during the evaluation (including graduates identifying that they had struggled to attain employment for long periods of time but were now in employment and feeling significantly better about themselves; and a high number of learners who have progressed to further study).

Learners', stakeholders' and communities' needs are very well met by the programmes delivered by Target Education. Target identified that it is the sole provider delivering the diploma in South Auckland and with a particular focus on Māori and Pasifika and second-chance learners. Significantly, this is contributing to more ethical and safer practitioners and an upskilled and more knowledgeable and trained Māori and Pasifika workforce serving a local population of Māori and Pasifika clients.

Learners already working in industry told the evaluators that they had needed the diploma to be considered for higher employment opportunities in their sector, for which they had previously been turned down. Studying towards the diploma has increased their capability in the eyes of their peers and made a major contribution to sector capacity. The ability to attend classes at night is a significant factor enabling learners to complete the qualification.

For both industry-based learners and learners not yet in the industry, the programme has helped them to identify wider career options that match their skills and aspirations. The real possibility of an accessible degree pathway currently being sought by Target Education with the local polytechnic is a strong encouragement for the majority of these learners to continue to higher study now that they have experienced achievement.

For learners enrolled in the ESOL FFTO programme, key outcomes they seek are to improve their English and to obtain employment (all learners are referred to the programme by WINZ, and many are over 40). It was evident from labour market outcomes achieved and evidence of learners' improved English that these outcomes are readily attained.

Nearly all learners from both the Beginner and Intermediate ESOL classes told the evaluators about how their English had improved since commencing with Target Education. This is observed through improved spelling, reading and communication, as well as through learners' own improved interactions with

English-speaking friends and family, and in interactions with Work and Income NZ and other government agency staff, medical professionals, shop retail staff and others in society. Target Education assesses individual learner progress weekly to review progress towards the achievement of individual goals. Daily informal in-class tests, monthly assessments and unit standard achievement also inform learners and teachers of each learner's progress.

ESOL learners identified how their improved English and greater awareness of community services (through Target Education's learning activities) have improved their confidence and sense of well-being and made them feel a part of New Zealand society and less socially isolated. For some, who have lived in New Zealand for several decades with no or minimal English, this is the first time they have felt truly a part of the fabric of New Zealand society.

Youth Guarantee students identified that, but for being enrolled at Target Education, they would be struggling at the bottom of the class at school, disengaged, or in trouble socially. They are now enjoying and are actively engaged in learning. Completing their NCEA is seen as an attainable goal, whereas this was not able to be achieved in the secondary school environment.

Target Education is in regular engagement with its graduates, many of whom maintain ongoing contact with the organisation, either as past students or now as local employers. Tutors also contact graduates on an ad hoc basis to gauge how well they are doing in their further studies or employment, and there is ongoing discussion and some informal recording of this feedback.

Target Education is yet to have an organisation-wide, systematic process in place to assess and analyse how well its programmes have served past students once they are in employment or further study. Therefore, it currently lacks this comprehensive perspective to inform programme review. However, Target Education has already identified that this is an area where it can develop its self-assessment and is currently planning how it can use its frequent engagement with graduates as an opportunity to ask them specific questions about the value of their learning. The collection, collation and analysis of this information will potentially provide a systematic means of enhancing Target Education's knowledge of the strong value it is clearly contributing.

### 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**.

Programmes and activities at Target Education strongly match the needs of learners and key stakeholders. Programmes are developed and reviewed in response to learners' and stakeholders' identified circumstances, needs and

feedback. This was evident across Target Education's programmes and from a number of examples shared, including:

- The delivery of the diploma both as a daytime class and in the evening. The evening option has reduced a significant barrier for learners in the workforce who have a need and preference to study locally and outside of working hours.
- The innovative delivery of the diploma programme to agency cohorts to enhance programme accessibility, student attendance and retention, and peer and employer support for learners.
- Target Education actively working hard to find a degree pathway for diploma learners, which has encouraged and motivated them to continue to higher study. Target Education is also working with a polytechnic to share information about Target Education's flexible and responsive course delivery to meet learners' needs, and which is achieved without compromising core requirements.
- Course content and activities in the ESOL programmes which are updated in response to learners' questions and current life issues (e.g. vocabulary relevant to a visit to a doctor). The advanced ESOL programme has been developed to incorporate units identified by Target Education's polytechnic partner as important to progression to its higher-level programmes.
- The youth programme where learners plan and decide together what external learning activities will be of greatest relevance and value to them.
- Target Education's engagement with businesses served by the organisation's workplace numeracy and literacy programme to identify and incorporate key components relevant to specific business needs.

From the outset, learners are provided with a clear understanding of Target Education's expectations and the support that will be available to them, and decide whether they can commit to these expectations before commencing.

Learners' backgrounds and their needs and goals are understood and planned for, initially through individual interviews with learners pre-commencement. Thereafter, they are understood through one-to-one discussions with tutors and centre managers, monthly reviews of learner achievement by tutors and management, and during 'coaching' meetings held three times during the year.

Learner feedback on programmes and activities occurs daily in class. Feedback is also obtained and reviewed more formally through anonymous student evaluations conducted each term. This information is mostly positive and affirming. Student evaluations include an opportunity for learners to suggest improvements, and these responses feed into programme review.

All staff and managers are connected to relevant industry, education and community stakeholders and engage on a weekly basis with these stakeholders to understand and respond to their needs and to identify opportunities for learners.

Stakeholder input is obtained by effective informal and formal processes. A combination of approaches ensures ongoing feedback, including both proactively sought, and general input as well as input on specific areas under consideration. More formal stakeholder advisory meetings are scheduled throughout the year as required to inform programme developments and specific areas of focus. Formal programme review involves systematic periodic reviews of programmes and activities, including annual stakeholder meetings with representation from graduates, student representatives, industry and community for each programme, as well as internal reviews undertaken three times a year by staff and management across all programmes.

#### 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 **Excellent**.

All of Target Education's staff are focused on the success of their learners and go to great lengths to facilitate this. The teachers are highly caring individuals who provide learners with one-to-one teaching support to achieve well.

Learners interviewed for the evaluation across programmes consistently expressed how highly they valued their teachers, saying that they cared about them, understood them and supported their learning, often going 'the extra mile'. Strong satisfaction with the teaching is also ascertained from regular student feedback.

Staff and students identified that teaching staff facilitate a safe learning environment because of their:

- explicitness that learners adhere to identified boundaries and expectations while simultaneously being clear that they will guide and support students as far as possible
- flexibility and responsiveness to individual circumstances and needs
- respect for all learners, and genuine care
- provision of one-to-one support
- identification and nurturing of individual learning styles and tailoring of teaching to enable students to learn and progress at their own pace.

This learning culture is valued by learners who take on similar values in their engagement and actively support one another. An example of this was the response by management, teachers and learners who rallied around a student

experiencing a family illness, not only by assisting that student to stay focused on learning, but also by providing other personal support. This was one of many such examples described to the evaluators.

All teaching staff members are qualified and experienced both as educators and in their subject areas and have been supported to obtain adult teaching qualifications and numeracy and literacy training.

Teaching effectiveness is gauged well through the organisation's review of regular student evaluations, peer observations and appraisals, and management's review of ongoing learner progress. Tutors from Target Education's various sites meet regularly to share their practices and teaching experiences, including monthly meetings for the purposes of moderating the marking of assessments, professional development and support and input into each other's teaching.

While peer observations and appraisals are undertaken for the two staff teaching in the diploma programme, the senior tutor/programme manager currently does not have an equally senior peer within the organisation to appraise and support her self-reflection. Target Education has purchased relevant external expertise for this purpose in the recent past and is intending to revisit this opportunity in 2013.

Target Education proactively and voluntarily requested Careerforce, the industry training organisation, to moderate six assessment samples from the diploma programme during a time of transition for Careerforce in 2012. This confirmed for Target Education that marking and assessment had been fair and consistent. Learners also confirmed that they always get ample helpful feedback on their assessments and progress.

## 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**.

The excellent guidance and support provided to learners stems from the caring nature of all staff and their focus on supporting every learner to achieve. That this is actively embraced and demonstrated daily by all staff in turn results in learners actively supporting one another.

Guidance and support starts from the outset of each learner's introduction to Target Education where staff members seek to understand the learner's background and circumstances and factors that could pose a barrier to learning and require specific support. In addition to individual learning plans, other plans are put in place to minimise identified barriers to learning (e.g. a financial plan centred on ensuring transport to campus can be accessed to facilitate attendance).



On an ongoing basis, both teachers and management provide one-to-one support to learners, based on their needs and goals, including study support, support to address problems at home (for example, helping a learner to leave an abusive domestic situation and to move to safe accommodation), and to navigate various life challenges, including financial problems.

Learners from across programmes described how they are regularly and actively 'pushed' to go further to reach their goals and to extend those goals: 'It's the way they drive you to believe that you can do it, and that it's possible to reach these goals' (diploma learner).

The encouragement of high achievement is accompanied by relevant guidance and support. Staff actively ensure that learners are aware of ongoing opportunities, including higher study pathways and employment opportunities, and are supported to access them. This guidance is assisted by Target Education's active relationships with other tertiary education organisations and local employers.

Guidance and support is also proactively provided to increase learners' societal awareness, skills and well-being, including workshops provided about knowing legal rights, gaining information about New Zealand's tax system and employment law, and presentations from family planning and other health agencies. Wherever possible and relevant, these life skill learnings are incorporated into the curriculum.

The effectiveness of guidance and support is regularly reviewed and is well understood by Target Education. A guidance and support template is used to record key areas where support is provided (i.e. emergent drug abuse, cultural matters, attendance, children and family). This information is collated and analysed by staff and management to identify the areas where needs are greatest, and to assess how well Target Education is responding to these needs. If not, the organisation identifies and implements or accesses the relevant support across the organisation and seeks out additional resources. For example, after a number of students identified that they were regularly mistaken by police as truants, Target Education organised presentations from the local community law centre to educate learners about their rights.

A specific guidance and support question in student evaluations further assures Target Education that it is meeting learners' guidance and support needs.

## 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 **Excellent**.

Target Education is a cohesive organisation where staff have a high level of input into decision-making and where there is daily collaboration and discussion across

teaching staff and management. Staff indicated that they feel appreciated, describing the organisation as 'home', 'family', and one where they love to work and feel their skills are respected. The very long service of several staff further confirms how valued staff members feel.

While it was evident that staff 'give all' and go the extra mile for learners, this dedication is recognised through the organisation's flexible working requirements, appropriate autonomy given to staff, and the personal support that staff receive, including generous time off and professional development opportunities.

Target Education's strong commitment to the education and provision of opportunities for all of its learners, and in particularly Pasifika and Māori learners, is mirrored at all levels across the organisation. This has been achieved by the recruitment of staff and management with similar values and who see the potential in every learner. Key organisational processes also encourage a culture of achievement, for example management's hands-on focus on learners' achievements and support across all programmes, a readiness to adapt programmes to best meet current needs, an outcomes-focused, performance-based salary system and bonuses, and through regular stakeholder engagement.

Stakeholder and community engagement is purposeful and driven by Target Education's focus on ensuring quality education that is responsive to needs. For example, industry stakeholders engaged with at the evaluation had high praise for Target Education's consultation with them and the way the organisation is meeting industry needs and achieving quality student outcomes.

Self-assessment is effective because it is authentic and driven by a strong desire to continuously improve and to maximise the achievement and opportunities for all learners. Worthwhile improvements are achieved as a result of self-review and include: improved labour market outcomes due to a new staff appointment; introduction of additional approaches to understanding numeracy and literacy levels which has enabled robust testing and has been more engaging for students; improved attendance due to attendance competitions among learner cohorts and earlier follow-up of absences; and ongoing additions to activities and the curriculum in response to learners' current experiences and needs.

Target Education's recent establishment and recruitment of a new position focused on self-assessment, organisational research and staff development further demonstrates the organisation's commitment to educational achievement.

## 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 **Excellent**.

### 2.2 Focus area: National Diploma in Social Services (Level 6)

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

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

### 2.3 Focus area: Foundation Focussed Training Opportunities - ESOL

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

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

### 2.4 Focus area: Youth Guarantee (West Auckland)

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

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

# Recommendations

NZQA recommends that Target Education:

- Modify its system for the collation and reporting of achievement data so that information is more easily accessible
- Systematically collect relevant information from graduates to understand the value of its programmes once graduates have had the time to reflect on this when settled into employment or further study.

# 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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