



# Report of External Evaluation and Review

Lakeland Learning Company Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 12 February 2016

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	5
3. Conduct of external evaluation and review.....	5
Summary of Results .....	7
Findings .....	9
Recommendations .....	18
Appendix .....	19

MoE Number: 9522  
NZQA Reference: C19960  
Dates of EER visit: 3 and 4 November 2015

# 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:	Lakeland Learning Company Limited (Lakeland)
Type:	Private training establishment (PTE)
First registered:	1 April 1994
Location:	94 Titirapunga Street, Taupo
Delivery sites:	Lakeland has one teaching site, as above.
Courses currently delivered:	<ul style="list-style-type: none"><li>• Training for Work</li><li>• Youth Guarantee</li></ul> <p>Within the Youth Guarantee programme, Lakeland offers the following national qualifications:</p> <ul style="list-style-type: none"><li>• National Certificate in Business Administration and Computing (Level 2)</li><li>• National Certificate in Employment Skills (Level 1)</li><li>• National Certificate of Educational Achievement (Levels 1 and 2)</li></ul>
Code of Practice signatory:	Not applicable
Number of students:	Domestic: <ul style="list-style-type: none"><li>• Youth Guarantee – 36 equivalent full-time students (EFTS); Māori, 76 per cent; European, 22 per cent; Pasifika, 2 per cent</li><li>• Training for Work – four x 10 places per annum; Māori, 62 per cent; European, 35 per cent</li></ul>

cent; Pasifika, 3 per cent

International: nil

Scope of active accreditation:

The full accreditation for Lakeland is available at:

<http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=952222001>

Distinctive characteristics:

Lakeland is a small tertiary provider jointly owned by two directors. There is no separate governance board. Lakeland provides educational opportunities to second-chance learners by offering individualised and flexible foundation programmes. This has been the core of its business for over 20 years. Currently Lakeland is the only PTE in Taupo receiving funding for Youth Guarantee and Training for Work programmes. Lakeland also offers access to higher-level qualifications and employment opportunities.

Within the Training for Work programme, learners have an opportunity to gain around 10 unit standard credits during their time with Lakeland. The main focus of the programme is to gain sustained employment.

Recent significant changes:

There have been no recent significant changes at Lakeland. As part of the intent to offer further opportunities for learners, Lakeland has sought and been approved qualifications under the Youth Guarantee programme.

Previous quality assurance history:

NZQA undertook a validation visit of Lakeland in March 2014. All requirements were met with no exceptions.

NZQA national external moderation results between 2012 and 2014 show that Lakeland have consistently met all requirements. In addition, the industry training organisation, Service IQ, conducted its moderation this year and recorded that Lakeland has also met their moderation standards.

In relation to previous external evaluation reviews (EER), Lakeland was previously quality assured by NZQA in December 2011. Lakeland received statements of Highly Confident in educational

performance and Highly Confident in capability in self-assessment. The three focus areas (governance, management and strategy, Foundation Focused Training Opportunities, and Youth Training) were each rated as Excellent for educational performance and Excellent for capability in self-assessment.

Other:

Lakeland's uniqueness is that it is a small PTE where learners are taught in a highly supportive and caring environment. The organisation operates within a culture of inclusiveness and friendliness where learners can learn in a safe environment and achieve their goals.

## 2. Scope of external evaluation and review

The scope of the EER included three focus areas. These were the mandatory focus area of governance, management and strategy, and the Youth Guarantee and Training for Work programmes. The selection of both programmes evaluates the PTE in its entirety.

The Youth Guarantee programme was selected as a focus area as it is an area in which Lakeland has been highly successful. The programme has a long history of achieving successful outcomes for learners and has achieved stable growth in learner numbers in recent years.

The Training for Work focus area was selected because the programme has been consistently achieving positive employment outcomes over a number of years and the focus area would allow the EER to evaluate how well Lakeland has sustained these achievements.

### 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 EER was conducted over one and a half days by two evaluators who visited Lakeland at its only teaching site in Taupo.

The evaluation involved engagement with:

- The two Lakeland directors
- Three tutors
- Five learners from the Training for Work programme
- 15 learners from the Youth Guarantee programmes
- 17 stakeholders comprising representatives from whānau, ex-graduates, external programme advisors, agency representatives, employers and representatives of local businesses.

In addition to documents provided for the EER scoping, the EER team sighted and was provided with strategic and business plans, management and operational policies, quality management system documents, moderation review results<sup>1</sup>, self-assessment documents, and monitoring and programme review data (including results data and stakeholder and learner feedback surveys).

---

<sup>1</sup> Moderation review results from the relevant industry training organisations were provided during the EER.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Lakeland Learning Company Limited**.

Key reasons for this judgement include the following:

- Lakeland has a clear purpose and direction and is committed to ensuring the target group of second-chance learners is given every opportunity to gain skills and qualifications. There is strong leadership shown by the directors and also positive collegiality and collaboration between staff. This allows for Lakeland to make informed decisions about learner management and progress.
- Lakeland has continued to maintain a consistent level of high learner achievement rates since the last EER. This further reinforces the effectiveness of the teaching staff and the positive level of pastoral care and support provided to learners.
- Lakeland is able to show through its achievement data that learners have a clear achievement pathway. In relation to employment, Lakeland has an above-average success rate and a consistent level of those gaining employment also remaining in employment. In the Youth Guarantee programme, learners are well supported to consider going on to higher education. A positive relationship with Waiariki Polytechnic means that Lakeland's learners can benefit from what is taught at Lakeland if they decide to undertake higher studies.

NZQA is **Highly Confident** in the capability in self-assessment of **Lakeland Learning Company Limited**.

Key reasons for this judgement include the following:

- There is vigilant monitoring and oversight of programme outcomes, funder compliance requirements and learner progression data by the Lakeland directors. In most instances Lakeland can show how learner achievement data has been analysed and used to make improvements to curriculum development, teacher development and appropriate learner pastoral care and support.
- Comprehensive programme reviews include both qualitative and quantitative analyses and suggested strategies and processes to address issues identified.
- The involvement of staff in the practice of good moderation through internal and external training improves moderation proficiency and ensures that moderation is an active and regular whole-of-staff activity.
- The active engagement of key stakeholders through satisfaction surveys, evaluation reviews and stakeholder hui provides valuable feedback to ensure

that stakeholder needs are accurately identified and measures are put in place to meet those needs.

- The provision of appropriate professional development for staff ensures that teaching standards are high. Professional development includes study towards approved national adult teaching qualifications.

Overall, the self-assessment activities of Lakeland demonstrate that it is proactive in ensuring that the quality of programmes offered is of a high standard and that there are appropriate processes and systems in place to assure consistent positive outcomes.



# 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**.

Lakeland places a high priority on learner achievement and meeting learner goals. This was reinforced to the evaluation team by the Lakeland directors through their stated organisational direction of focusing on second-chance learners to help them achieve their education and employment goals. Close relationships with local employers, WINZ work brokers and education providers – including the local high school – and an open-door policy with whānau provide Lakeland with a good understanding of learner goals, needs and trends. This level of understanding has resulted in consistently high learner achievement rates over the past three years since the last EER.

**Table 1. Data for Youth Guarantee programme, 2013-2014**

	Course completion	Qualification completion	Retention	Progression to higher study	Positive outcomes – employment/ further training	Positive outcomes for Māori (employment /further training)
2013 Youth Guarantee	88% (61)*	73% (43)	N/A**	N/A**	63%	73%
2014 Youth Guarantee	89% (61)	81% (58)	80% (54)	69% (37)	N/A	N/A

\*Brackets indicate a Tertiary Education Commission target/contract measure, where applicable.  
 \*\* Information not available.

**Source: Lakeland. All data was taken from Tertiary Education Commission reported results.**

Table 1 indicates that learners on the Youth Guarantee programme are achieving course and qualification outcomes well in excess of the Tertiary Education Commission thresholds and the national median for Youth Guarantee programmes. Evidence sighted of effective pastoral care and support has also helped contribute to the high learner retention rates. In 2014 there was only a 17 per cent withdrawal rate, while current Lakeland data for 2015 shows that of the 65 learners enrolled in the Youth Guarantee programme, only five have withdrawn.<sup>3</sup>

<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> Reasons given for withdrawals were employment gained before the end of the course, imprisonment, and shifting away from the Taupo region.

Within the Training for Work programme, current data sighted by the evaluation team shows that learners who attend this programme have a high degree of success in gaining employment, with a 73 per cent employment success rate in 2013. In addition, Lakeland data indicates that of those 73 per cent, 93 per cent are still in employment. These statistics are promising for Lakeland as they show that it has managed effectively the transition from the previous funding regime, Foundation Focused Training Opportunities, to Training for Work.

In addition to their achievement results, learners from both programmes were articulate in expressing other personal outcomes attained during their study. These included increased work skills; an improved work ethic where learners' attendance rates were high; improved dress and hygiene standards – particularly relevant to customer service-related employment; and an overall improvement in engagement in study. For some whānau, learners were regarded as role models and examples to younger siblings of how people can overcome bad experiences from school and seek alternative ways of learning.

The self-assessment summary and analysis provided by Lakeland for the EER shows that its processes are comprehensive and robust. There is strong evidence that Lakeland is conducting in-depth analysis of its data, particularly achievement data, to help understand learner trends, pathways for success and suggested areas for improvement. An example is the level of monitoring of achievement results. Close monitoring is done at the individual level, at cohort levels, by ethnicity and by gender. These figures are collated and thoroughly analysed and reported back to teaching staff with suggested areas for improvement. Ethnicity data provides another example of how well Lakeland uses its data to support achievement. After analysis showed that Māori males were struggling, Lakeland decided to hire a Māori male youth worker specifically for the high Māori male student population. This has proved successful, with marked improvement in Māori male achievement results. This was also an example of Lakeland working closely with its community and other agencies in Taupo.

## 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**.

Lakeland's key stakeholders derive much value from the outcomes achieved. This is shown in evidential data including key stakeholder interviews, written stakeholder evaluation feedback, learner evaluation feedback, achievement results and destination data. Outcomes include pathways to learning, contribution to whānau dynamics, and being an effective employee. Learners gain increased skills, recognised qualifications, improved learning abilities, increased networks and better peer relationships.

Current learners and graduates said their responsiveness to learning at Lakeland improved considerably because they felt they were treated as adults and were not having to deal with the peer pressure that happens at secondary school. Learners on the Youth Guarantee programme were able to accept the challenge of taking responsibility for their learning and were able to appreciate more their successes.

In the Training for Work programme, employers commented that the attitudes of Lakeland learners were significantly more mature and focused than other potential employees. They could see a willingness to learn, signs of a strong work ethic and efforts being made to dress and look better. One employer provided support to Lakeland by staging mock employment interviews for learners and providing written and verbal feedback. This also enabled the employer to gain an advantage in observing who would be a good employee to recruit. Another stakeholder considered Lakeland as their preferred provider in the area because of the types of learners and graduates coming from Lakeland.

Whānau feedback related to seeing improved behaviour from learners at home. These include having a positive influence on younger whānau members, a more settled atmosphere at home, and a sense of relief from parents that their child had a purpose and direction, where prior to Lakeland there was none.

Stakeholders also appreciated the consistent communications from the Lakeland directors and tutoring staff. Much resource has been expended and effort made by Lakeland to ensure that learners are visited on site while on work experience. Employers provide updates about the performance of the learners on work experience. If issues arise, such as lateness or non-appearance at work, Lakeland staff are able to address them immediately, much to the relief of employers. Much of the positive feedback given by stakeholders is due to the strong relationships fostered by Lakeland management and staff.

Lakeland's regular contact with employers, other tertiary providers and surrounding secondary schools' management enables it to react almost immediately to accommodate their needs. These include schedule changes, sending updated

learner profiles, and the implications of any organisational policy reviews. As part of its overall self-assessment regime, the PTE conducts annual stakeholder reviews. These reviews, combined with regular contact, provide Lakeland with a high level of information about learner education needs and stakeholder requirements. In addition, Lakeland is able to maintain close relationships with many of its graduates because of the relatively small business and education community in the area. This enables Lakeland to keep reasonable, although primarily ad hoc, records of destination data.

### 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**.

Lakeland programmes are well planned and are structured specifically for second-chance learners. The Youth Guarantee programme is designed to allow learners to focus on national qualifications, with the added bonus of completing NCEA Levels 1 and 2. The Training for Work programme is geared for work experience and gaining employment. Learners on the Training for Work programme are able to gain unit standards while studying with Lakeland.

Lakeland has longevity and experience in the provision of education and employment training in the local area. This enables it to have a good understanding of the needs of its key stakeholders and the types of training programmes required to match and address those needs. Within the Taupo and surrounding districts, Lakeland identified a significant gap in training for second-chance learners. Moreover, it recognised that the lack of education and employment opportunities is due to low educational qualifications and few or no employment skills. The curriculum includes literacy and numeracy assessments at the start of each learner's training. If a learner meets step 4 of the literacy and numeracy assessment tool, they are not required to undergo post-testing. If they do not meet the step 4 standard, they are given the post-course test. Progress is further enhanced by the embedding of literacy and numeracy activities in the curriculum.

Learners on the Training for Work programme are given opportunities to experience a range of employment options. These include business administration, hospitality, retail, security, trades and customer service. At the initial stages of the programme, learners are able to work towards gaining credits in workplace safety and forming good work habits. The remainder of the programme is designed specifically for gaining work experience. This includes completing CVs, undertaking job interviews, and working. The most significant aspect of this programme is that the activities are geared towards the learner and their choice of employment.

Lakeland is highly active in ensuring that its programmes fit with the expectations of its learners and key stakeholders. Lakeland's methods for gathering meaningful data are carefully planned and have a clear purpose. Learner evaluation feedback is analysed against individuals and cohorts. The data collected includes learner programme satisfaction and whether they are achieving their goals. The analysis is discussed at a full meeting of programme staff where they are able to assess the progress of individuals using achievement data and are then able to assess the suitability of what is being taught. Consistently high learner achievement rates in both focus areas indicate that activities and programmes at Lakeland are meeting the most important needs of learners.

#### 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**.

Teaching at Lakeland is highly effective. Lakeland has recruited experienced and qualified teachers and provides them with a teaching environment that is secure, structured, financially solvent and well-resourced. The two owner-directors are qualified teachers and have both worked at Lakeland for over 15 years – initially as part of the teaching staff and then as the present co-owners. This level of involvement reassures the directors that the direction for Lakeland is being implemented as planned and teaching practice remains current and up-to-date. In addition, the other staff members have taught in early childhood centres, primary and secondary schools, and at tertiary level in a polytechnic. This range of teaching experience and management gives staff a good understanding of learner needs and how best to meet those needs.

Lakeland is proactive in committing resources towards supporting staff professional development including in moderation, literacy, numeracy and adult learning and teaching. The directors consider that the amount of professional development provided ensures that the teaching at Lakeland is current and relevant to its second-chance learners. In addition, Lakeland provides a learning environment that is strongly learner-focused. Up to three teachers are used in both the Youth Guarantee and Training for Work programmes. Combined with small class numbers for both programmes, the extra teachers in the class allow opportunities for staff to provide one-to-one assistance to learners who require greater attention.

The small class sizes also enable the teachers to build a strong rapport with their learners. Learners commented that they felt they were being treated like adults and were therefore more responsive to learning, unlike their experience at secondary school.

Self-assessment by the teaching staff is comprehensive and intended to ensure practice is effective and leading to learner outcomes. There is an active system in

place for the internal moderation of assessment decisions and materials. These are usually carried out by the Lakeland directors. The evaluation team sighted examples of internal moderation assessments and was more than satisfied that the process is sound. External moderation reports by Lakeland's associated industry training organisation, Service IQ, confirm that assessment decisions are valid and consistent and meet national standards. NZQA moderation since 2012 has consistently concluded that Lakeland meets all moderation requirements. Lakeland said the learning assessments provided by Service IQ could be improved. The evaluation team encouraged Lakeland to provide feedback to Service IQ and consider writing their own assessments or purchasing from another source. Lakeland has managed this matter constructively and will consider the advice from the EER team.

### 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**.

Lakeland provides a highly supportive learning environment for its learners. The PTE has a clear understanding of its adult and youth learners, positive teacher-learner relationships, genuine care and respect for learners and a clear strategic intent from the directors to ensure all learners achieve their goals. Learners are made to feel welcome and are seamlessly included into the Lakeland learning system.

Lakeland is committed to building positive relationships with learners and to identify how best they can be supported. At enrolment into the Youth Guarantee programme, learners are interviewed about their needs and aspirations. Tutors are able to assure the learners that they will support them if they are willing to commit to the work and study required. The commitment is mutual, and also includes the PTE providing meals and transport to and from study, helping learners to resolve personal problems, and correcting any learning difficulties. The relatively small class sizes enable tutors to offer one-to-one sessions. Most of the tutors, including the directors, offer reasonable after-hours support if extra tuition is required.

In the Training for Work programme, learners are often accompanied by a tutor to job interviews. Those on work experience are regularly visited by their tutors. Learners commented that having tutors visit them at work motivates them to persevere in their jobs. The regular visits also provide tutors with opportunities to maintain contact with local employers and other providers. These contacts are important for Lakeland to maintain as they are a future referral source of employment opportunities. Additionally, learners are supplied with all the necessary safety equipment for hazardous jobs such as forestry, farm work and forecourt work at local service stations.

Lakeland is very active in gathering monitoring data about the effectiveness of the learner support systems. These include learner and stakeholder evaluative feedback and satisfaction data from post-course evaluations. Analysis of the feedback indicates that many of the learners attribute their success to the tutors' continual guidance and support. The small learner numbers on each programme and the ongoing development of good relationships between tutors and learners means immediate action can take place no matter how the feedback is gathered – formally or informally.

## 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**.

The governance and management of Lakeland is highly effective and led well. It is a key contributing factor to learners consistently achieving high course and qualification rates. It is why key stakeholders continue to acknowledge Lakeland as a preferred education provider and why there is a low attrition rate among Lakeland's teaching staff.

The direction and purpose of Lakeland is clear and simple and consistently reinforced by the leadership. Since taking over the PTE business, the two directors have continued to maintain the focus of Lakeland by providing quality education and employment opportunities to second-chance learners. This is further reinforced by the staff who are also committed to the PTE's direction. Interview and written evaluation feedback from learners, stakeholders and guest tutors consistently described the Lakeland staff as totally focused on ensuring Lakeland learners achieve.

Lakeland employs a flat management structure, enabling the directors to take an active role in teaching. The flat structure not only ensures the directors remain current with events in their community and the education sector, it also provides for potential succession planning and, according to staff, closer collegial working relationships within the group.

Self-assessment across the whole organisation is comprehensive, robust, fit for purpose, and collectively implemented and managed. This leads to a shared understanding among teaching staff of what improvements to make, if any, and how best to action them. The Lakeland directors are instrumental in ensuring this activity regularly takes place and are very much conscious of involving staff and receiving feedback from a variety of sources, including key stakeholders. This is achieved through focused review meetings per course, per tutor grouping and as a whole organisation. The benefit of this approach for Lakeland is that any

improvements suggested have already been discussed and analysed by all staff, making for an easy transition during implementation.



## 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: Training for Work

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: Youth Guarantee

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

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

# 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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)