# External Evaluation and Review Report

## Lakeland Learning Company Limited

Date of report: 1 June 2024

# About Lakeland Learning Company Limited

*Lakeland Learning Company provides programmes to young people who have left school with no or low qualifications. The programmes are fees free, funded by the Youth Guarantee initiative.*

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|---|---|
| Type of organisation: | Private training establishment (PTE) |
| Location: | Unit 12, 29 Totara Street, Taupo |
| Eligible to enrol international students: | No |
| Number of students: | At the time of the EER, Lakeland Learning Company had 65 domestic full-time students. The breakdown for this cohort is as follows: Māori 44 per cent, Pasifika 3 per cent, non-Māori/non-Pasifika 53 per cent; students identifying with a disability 35 per cent. |
| | In 2023, Lakeland Learning Company had a total of 49 students. |
| Number of staff: | Four full-time equivalents |
| TEO profile: | [Lakeland Learning](Lakeland Learning) |
| Last EER outcome: | In January 2020, NZQA was Highly Confident in Lakeland Learning Company's educational performance and Highly Confident in its self-assessment. |
| Scope of evaluation: | All Youth Guarantee programmes: |

Scope of evaluation (continued):

- New Zealand Certificate in Foundation Skills (Level 1) ID 119573, Ref: 2861-1

- New Zealand Certificate in Foundation Skills (Level 2) ID 119616, Ref: 2862-1

- Vocational Pathway (service Industry) (NCEA Level 2) ID 115770

- New Zealand Certificate in Tourism (Tourism and Travel Strand) (Level 3) ID 121803, Ref: 2199-2

MoE number:          9522

NZQA reference:      C54827

Dates of EER enquiry:  13-15 March 2024

# Summary of results

*Lakeland Learning Company is a high-performing organisation in the Youth Guarantee sector. The PTE delivers high quality, personalised learning to students who make real gains in academic qualifications, employment outcomes and social wellbeing. Lakeland Learning Company has an ongoing commitment to improving its practice.*

**Highly Confident in educational performance**

**Highly Confident in capability in self-assessment**

- Lakeland Learning Company continues to meet its mission statement and the core values of the organisation. Stakeholders and students collaborate with the PTE and contribute to discussions on how effectively these values can be met.

- Leadership and governance are experienced, well connected, and active in the school. Staff work collaboratively, using research-based best practice models for teaching students with additional learning needs. Professional development is relevant, ongoing and improves teaching and student welfare.

- Achievement rates are high. The learning needs of students are discussed openly and responded to with personalised study programmes. Students successfully manage their own learning journey, enabled by personalised and engaging programmes and resources.

- Outcomes for students, whānau and the community are highly positive. There is strong evidence that attending and achieving at Lakeland Learning Company fosters improved social wellbeing for students and leads to further study and/or employment.

- Lakeland Learning Company uses data effectively to inform and support decision-making. The PTE routinely conducts comparative analysis of data gathered internally and from external organisations. Staff know the relevance of the data and can respond with constructive intervention or planning.

- Self-assessment is comprehensive and of high quality. There is effective inclusion of student, staff and stakeholder feedback. Analysis of input is done meaningfully, is appropriate to the interests and needs of stakeholders, and is relevant to the context.

- Lakeland Learning Company comprehensively meets its compliance requirements.

# Key evaluation question findings[1]

## 1.1 How well do students achieve?

| Performance: | **Excellent** |
|---|---|
| Self-assessment: | **Excellent** |
| Findings and supporting evidence: | Most students at Lakeland Learning Company achieve their desired academic goals. Students develop independence and responsibility for their learning. They set and meet their goals, and in doing so develop a sense of purpose. Students learn social skills and develop soft skills such as communication, teamwork, enquiry-based learning and decision-making. |
| | Student completion and progression rates are positive and generally well above the sector median. Completion and achievement rates are benchmarked against other Youth Guarantee providers and against NCEA achievement in secondary schools.[2] |
| | Rates of performance are disaggregated by ethnicity and gender. Withdrawals are low and show no particular gender or ethnicity trends. Analysis of data gives staff good information on cohort performance. However, tracking individual achievement is more relevant and useful for this organisation. |
| | Students' progress is carefully monitored by the daily recording of student achievements. Students aim to complete three unit standards a week, and each achievement is celebrated and recorded in the classroom to build student confidence, a sense of pride and purpose. All staff have access to, and are engaged with, analysis of achievement and progression data. |
| | The focussed approach to each individual learning journey ensures that staff understand the difference between a trend and a data anomaly. As a result, staff |

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

[2] See Appendix 1, Table 1.

| | can adjust their teaching approaches to meet student needs and promote learning. |
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| | Literacy and numeracy gains are highly positive, particularly in maths. For 2020-22, 70 per cent of all students made significant gains in literacy and numeracy. |
| | A thorough process of internal moderation, and positive external moderation results, confirms the validity of assessments. |
| Conclusion: | Student achievement results are highly positive. Students make progress and are gaining and using valuable social and academic skills. Self-assessment is comprehensive and provides an overview and individualised understanding of progression and achievement. |

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

| Performance: | **Excellent** |
|---|---|
| Self-assessment: | **Excellent** |
| Findings and supporting evidence: | Students gain valuable outcomes from their study. Ninety-five per cent of students who enrol at Lakeland Learning Company want to achieve an NCEA qualification, and nearly all are doing so. |
| | Achievement of this qualification widens access to further study and employment opportunities. Eighty-nine per cent of students gained employment or further training outcomes on average over the four years 2019-22. |
| | Student qualification outcome data is convincing. There are strong outcomes for Māori students, particularly for young Māori women, whose qualification completion rate was 90 per cent in 2022. Tracking shows that between 2019 and 2022, Māori students progressed to higher levels of learning, 14 per cent more than the Māori students in the Youth Guarantee sector as a whole. |
| | Lakeland Learning Company routinely tracks and reports on students who identify as having a disability. In 2022, 43 per cent of students identified as having an impairment; 88 per cent of these students successfully achieved a qualification. This is a strong indicator of the PTE's |

| | responsiveness and successful approach to meeting students' needs. |
|---|---|
| | Outcomes beyond Lakeland Learning Company are also tracked. The PTE sends annual reports to the Ministry of Education and to referring schools on the progression and outcomes of their referred students. The level of reporting is of high quality and gives evidence that nearly all students achieve valued outcomes. |
| | The long-standing reputation of Lakeland Learning Company, and the connections both the director and the advisory board have with local businesses enables good employer relationships. Tutors track and report on graduate outcomes, and this provides evidence that many of the graduates move into entry-level roles in tourism, hospitality and the trades. |
| | Tutors from a pathway tertiary institute attested to the maturity and study-ready approach of the graduates. An advisory board member surveys students' whānau annually as part of Lakeland Learning Company's quality assurance processes. The feedback is that the outcomes for their children are highly positive. They gained improved self-esteem and confidence, and re-engaged socially, resulting in measurable indicators of good academic and social performance. |
| | Discussion and feedback from stakeholders is fed back to management and staff and contributes to programme review. |
| Conclusion: | Students who attend Lakeland Learning Company gain highly valued outcomes. The value extends to the students' whānau and the wider community. Lakeland Learning Company follows these outcomes and uses the information gained to consolidate and improve its education delivery. |

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

| Performance: | **Excellent** |
|---|---|
| Self-assessment: | **Excellent** |
| Findings and supporting evidence: | Lakeland Learning Company designs and delivers programmes to align with NCEA assessment requirements. The programmes are engaging and relevant to the students, and individually tailored to individual needs and interests. Programmes are a mixture of classroom-based, place-based and workplace experience. There is a sound process of internal moderation, and positive external moderation and NZQA programme monitoring reports. These affirm that assessments are fit for purpose, at the appropriate level, and that assessment decisions are valid. |
| | The teachers are highly experienced, qualified and have relevant second-chance and youth education experience. Resources are current and the result of best practice research. The professional development which teachers engage in directly influences and improves accessibility and student outcomes. Using learning tools and approaches to support students who have additional learning needs generally raises the performance of other students. |
| | Programme reviews are comprehensive, and all staff and the advisory board are involved. They contain moderation results, improvements made because of the verification process, professional development and staff reviews. The reviews include required follow-up actions and roles of responsibility. Stakeholder input, including by local iwi, has led to changes in delivery. Lakeland Learning Company has now included off-site, place-based learning at local places of interest for students. This has successfully brought classes together to socialise as well as develop an appreciation of local identity. |
| | The small classes, and emphasis on personalised learning plans developed in collaboration with students, aim to provide learning which delivers easily recognisable outcomes. Students find this approach highly motivating and appreciate the fast and effective feedback they receive. |

| Conclusion: | Programmes are flexible and adaptive to individual needs, while providing a framework for NCEA achievement. Teaching and learning are collaborative and produce results. Review is comprehensive and includes all staff and relevant stakeholders. There is a cycle of continuous improvement to delivery. |
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## 1.4 How effectively are students supported and involved in their learning?

| Performance: | **Excellent** |
|---|---|
| Self-assessment: | **Excellent** |
| Findings and supporting evidence: | Students benefit from the small classes and are given the tools to learn in an inclusive environment. Teachers make the relevance of the learning transparent to the students, and how it may relate to their goals or skills gaps. |
| | Lakeland Learning Company uses a particularly effective method of needs analysis. Teachers use learning objectives to map students' learning styles, capabilities or known impairments, and involve students in these discussions. Teachers are guided by their students' knowledge of what works for them, and use this information to develop individual learning programmes to meet their needs. Learning plans are well documented and include achievements, plans and discussions around potential next steps learning or employment. |
| | Methodologies of support and learning are inclusive of culture and any learning difficulties. Students learn and use strategies to acquire academic and life skills. Regular teacher feedback encourages and motivates the students. |
| | Resources are current, reviewed frequently and their usefulness discussed at staff meetings. Staff use resources that improve the students' ease of use, such as dyslexia-friendly font. Staff adapt and respond to enable students with additional needs to complete assessments. |
| | Lakeland Learning Company regularly uses student and stakeholder feedback to inform programme development and offer input into policies and processes. In 2020, a student focus group completed an evaluation of how they felt Lakeland Learning Company met the outcomes of the Code of Practice. All of the students interviewed |

| | responded positively. Staff made the intent of the Code relevant to their interests. This included discussions around the transparency of the disciplinary policy and the complaints process. These discussions resulted in improved documentation.

Lakeland Learning Company has long-standing relationships with local support agencies. They work together to ensure students' wellbeing is closely monitored and any need for intervention acted on promptly. There are programmes to educate and support students with addictions. |
|---|---|
| Conclusion: | Lakeland Learning Company provides exemplary support to the students. Management and staff seek feedback and are responsive. There is strong evidence that an effective self-assessment system is continuing to drive change and improvement to student support and welfare. |

## 1.5 How effective are governance and management in supporting educational achievement?

| Performance: | **Excellent** |
|---|---|
| Self-assessment: | **Excellent** |
| Findings and supporting evidence: | Lakeland Learning Company's strategic direction, mission and core values remain unchanged. Goals and objectives are future-focussed, reviewed annually, and achieved. Leadership is highly effective and models the purpose and ethos of the organisation. Management has a collaborative style and empowers staff to contribute. Building on knowledge and skills as a team is ongoing and productive.

Lakeland Learning Company uses evaluative tools such as the Code of Practice to assess how well the organisation is responding to best practice, for example how effectively they are upholding te Tiriti o Waitangi and its principles. In response, Lakeland Learning Company has made changes to programme design and professional development.

Lakeland Learning Company has an active advisory board which provides strong links to communities of employment, external support agencies, young adult learning and compliance management. Management seeks and responds to board feedback, for example on tutor |

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|---|---|
| | employment applications and prospective employment opportunities for students.

Teaching staff are highly experienced. They have assessor qualifications and links with and experience in secondary school teaching and management, the Department of Corrections and tourism. The staff selection process ensures employment of fit-for-purpose teachers who align themselves with the mission of the school. They receive annual professional development which is relevant to their students' needs.

Workshops in trauma management and teaching to students with dyslexia assist and support teachers in their roles. Staff review their performance annually and provide reflective accounts of measurable and accountable indicators of success.

Management and staff are involved with and contribute to communities of learning. Lakeland Learning Company volunteered to participate in the recent NCEA pilot overview of online assessments and offered valuable feedback to the Ministry of Education.

Lakeland Learning Company uses data well and collects a wide range of information about its educational provision and the value to students and stakeholders. |
| Conclusion: | Management and staff work together to maintain the mission and goals of Lakeland Learning Company. The PTE focusses on continually strengthening capability in education provision and its management. As a result, students and stakeholders achieve positive outcomes. |

## 1.6 How effectively are important compliance accountabilities managed?

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|---|---|
| Performance: | **Excellent** |
| Self-assessment: | **Excellent** |
| Findings and supporting evidence: | Lakeland Learning Company has highly effective processes to manage its compliance accountabilities. The PTE meets all NZQA and Tertiary Education Commission (TEC) accountabilities well. Lakeland Learning Company always |

| | slightly overdelivers on its TEC funding and met all requirements of the 2020 TEC audit. |
|---|---|
| | NZQA programme monitoring and external moderation indicate positive outcomes. The programme monitoring report undertaken in 2021 notes comprehensive collection of evidence of learner achievement and close monitoring of learner achievement rates.[3] |
| | Lakeland Learning Company comprehensively met the previous EER recommendations. Consistency reviews for the New Zealand Certificate in Foundation Studies (Level 2) and the New Zealand Certificate in Tourism (Level 3) were also positive. Reporting to NZQA of unit standard credits is timely. |
| | The Code of Practice self-review is detailed, and students and staff have been consulted to inform policies to support students' wellbeing. Lakeland Learning Company has a comprehensive and detailed compliance calendar which shows good evidence that compliance accountabilities and events are planned and executed successfully. The business plan gives a full account of operational responsibilities and contingency planning. Advisory board members are active in this area of educational management. |
| Conclusion: | Lakeland Learning Company has highly effective management processes to ensure all compliance accountabilities are met. |

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[3] The monitoring report was for the New Zealand Certificate in Foundation Skills (Level 1).

# Focus areas

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

## 2.1  Youth Guarantee Programmes

| Performance: | **Excellent** |
|---|---|
| Self-assessment: | **Excellent** |

# Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

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

# Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

# Appendix 1

**Table 1. Comparison of Lakeland Learning results for Māori and non-Māori students**

|  | Māori | Non-Māori |
|---|---|---|
| Course completion 2019 | 87.5% | 77.7% |
| Course completion 2020 | 75.9% | 87.3% |
| Course completion 2021 | 97.2% | 95.8% |
| Course completion 2022 | 75.3% | 94.3% |
| Four-year average | 83.9% | 88.8% |
| Four-year difference | -4.9% | - |
| Nga Kete provisional course completion data 2023 | 87.7% | 92.1% |
| Qualification completion 2019 | 66.7% | 75.9% |
| Qualification completion 2020 | 82.5% | 80.6% |
| Qualification completion 2021 | 75% | 82.9% |
| Qualification completion 2022 | 75.9% | 89.4% |
| Four-year average | 75% | 82.2% |
| Four-year difference | -7.2% | - |
| Nga Kete interim qualification completion data 2023 | 90% | 87.5% |

**Table 2. NCEA Level 2 attainment**

| Secondary school attainment of NCEA Level 2 compared with Lakeland Learning students | | | |
|---|---|---|---|
| Year | NZ schools | Lakeland Learning | Difference |
| 2020 | 80.1% | 86% | +5.9% |
| 2021 | 77.9% | 95% | +17.1% |
| 2022 | 74.9% | 92% | +17.1% |
| Three-year average | 78% | 91% | +13% |
| 2023 | Not yet available | 95% | Not yet available |

# Appendix 2

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/. 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.*

## Disclaimer

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud[4]*

- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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[4] NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

*Final*

# Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*

- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*

- *maintaining micro-credential approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. 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](www.nzqa.govt.nz)). All rules cited above are available at [https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/](https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/), while information about the conduct and methodology for external evaluation and review can be found at [https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/](https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/).*

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz