

Report of External Evaluation and Review

Horowhenua Learning Centre Trust
trading as HLC

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 15 December 2015

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	6
3. Conduct of external evaluation and review.....	7
Summary of Results	8
Findings	10
Recommendations	20
Appendix	21

MoE Number: 9535
NZQA Reference: C19780
Dates of EER visit: 13 and 14 October 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, learners, prospective learners, 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:	Horowhenua Learning Centre Trust trading as HLC
Type:	Private training establishment (PTE)
First registered:	1 May 1994
Location:	152 Bath Street, Levin
Delivery sites:	Levin, Lower Hutt; delivery for UCOL partnership in Palmerston North and Whanganui
Courses currently delivered:	New Zealand Certificate in Hospitality (Level 2) National Certificate in Hospitality (Introductory Cookery) (Level 2) National Certificate in Hospitality (Basic Cookery) (Level 3) National Certificate in Security (Level 2) National Certificate in Security (Site Security strand) (Level 3) National Certificate in Employment Skills (Level 1) National Certificate in Computing (Level 2) National Certificate in Health Disability & Aged Support (Core Competencies) (Level 3) City and Guilds Certificate in Food Preparation and Cookery Fire and Emergency Management Certificate

	Comprehensive First Aid Certificate
	Control and Restraint Certificate
Code of Practice signatory:	No
Number of learners:	Domestic: 207 learners working towards a qualification (excluding approximately 600 Ministry of Social Development and short course learners)
	Student Achievement Component-funded learners: 24 learners (23.7620 equivalent full-time learners EFTS))
	Youth Guarantee learners: 47 (39.3917 EFTS)
	Universal College of Learning (UCOL): 90 learners
	Workplace Literacy: 71 learners
	Māori: 50 per cent of total student population
	Pasifika: 5 per cent of total student population
Number of staff:	31.5 full-time equivalents
Scope of active accreditation:	In addition to the courses currently delivered, HLC holds accreditation and approval for a range of certificates and national courses in the fields of early childhood education, hospitality and tourism, industrial machine knitting, and textiles.
Distinctive characteristics:	HLC is a Kapiti-Horowhenua-based provider of tertiary and employment programmes. HLC has a primary focus of providing a secure and supportive training environment to prepare people of the region for work and education.
	The organisation delivers vocational courses for hospitality; security; caregivers and support workers; and foundation and employment training for adults, youth and people with disabilities. In partnership with UCOL, HLC delivers security training on UCOL campuses in Whanganui and Palmerston North. HLC also delivers a series of short courses on food safety, Licence Controller Qualification, first aid and STAR courses to local schools, in addition to a supported employment service.
	Courses are delivered using Student Achievement Component and Youth Guarantee funding from the

Tertiary Education Commission (TEC), funding from the Ministry of Social Development, and through a sub-contractual arrangement with UCOL.

Recent significant changes: Since 2012, HLC has doubled its EFTS delivery, staff (full-time equivalent) appointments, and the number of programmes delivered. Over this time, the organisational structure was also reviewed and adjusted to reflect the increase. From 2011 to 2015, full-time equivalent staff increased from 15.5 to 31.5 with the addition of security, aged support and first aid courses. In 2013, through the facilitation of the Horowhenua District Council, HLC began a partnership with UCOL to deliver the security programme, and health and disability aged support.

In January 2015, HLC undertook an organisational restructure that resulted in the realignment of existing positions and the development of new roles and appointments, in particular the frontline staff. Two new roles were created: the quality advisor and the industry partnerships advisor. Each of the new roles was designed to improve the quality assurance processes at both strategic and operational levels. New appointments included the academic manager, administration team leader, and the first aid tutor.

Additionally, the infrastructure of HLC was changed to include an employment department that aligns with the vocational and Ministry of Social Development-funded programmes; and an academic department to primarily manage the TEC Youth Guarantee and Student Achievement Component-funded programmes.

Previous quality assurance history: NZQA conducted an external evaluation and review of HLC in 2011. NZQA was Highly Confident in the organisation's educational performance and Highly Confident in its capability in self-assessment.

HLC met national external moderation requirements for the majority of the standards moderated in 2015. In October 2014 the moderation report identified that further

improvement was needed to the organisation's assessment and internal moderation processes, in particular for literacy and numeracy moderation systems, as two standards did not meet the moderation requirements. The 2015 moderation report identifies the national external moderation requirements were met for these two standards and the moderator approved the assessor decisions of the three samples submitted for each.

HLC has submitted and been approved by NZQA for six programme applications, which consist of a mix of programme changes, consent to assess, and programme approval and accreditation.

2. Scope of external evaluation and review

The scope of the external evaluation and review (EER) included three focus areas:

- Governance, management and strategy – a mandatory focus area.
- Hospitality suite (including the Youth Guarantee delivery) – hospitality offers two areas of programmes: for professional catering and for youth. Approximately 39 learners were enrolled in the hospitality suite in 2014, and make up 16 per cent of TEC-funded learners at HLC.
- Security suite (including the UCOL partnership) – security training is delivered in Palmerston North and Whanganui campuses, in partnership with UCOL. Additionally, a programme is also run from Lower Hutt. This programme is funded through TEC Student Achievement Component funding. Four security programmes run per year, with an approximate participation rate of 16 learners on each (total of 64 learners). This grew from three programmes in 2014 (48 learners in total). Security also includes an industry partnership which includes an eight-week course toward employment. In 2015, approximately 52 learners are enrolled in the security suite, and make up 21 per cent of TEC-funded learners at HLC.

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.*

A pre-scoping meeting was held by phone between the team evaluator and the chief executive officer. Potential focus areas were identified and a draft agenda developed as a result of this meeting, as well as ongoing communication. A self-assessment summary and a range of other applicable documents were made available prior to the EER visit.

The EER was conducted in mid-October 2015, over two days. The evaluation team, consisting of two evaluators, reviewed a range of documentation and met with the following groups:

- The chairman and representatives of the HLC trust board
- The senior management team, consisting of the chief executive officer, operations manager, academic manager, quality advisor
- External stakeholders, consisting of a graduate, two community partners, two industry partners, a local employer, and an education partner (principal). Individual Skype interviews were also conducted with four security industry partners who are employers
- Programme leaders from the focus areas
- Programme tutors and learners from the focus areas. Two group interviews were held with seven hospitality learners and seven security suite learners.

Following the on-site visit, phone calls were conducted with external stakeholders consisting of a hospitality graduate and two hospitality employers; and email correspondence with an external stakeholder.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Horowhenua Learning Centre (HLC)**.

HLC achieves consistently high completion and performance rates for all students including Māori and Pasifika. Internal and external targets are exceeded, and are benchmarked positively against comparable providers and organisations. HLC achieves high progression rates to employment pathways, with some learners also moving towards further study.

Learners acquire a set of interpersonal skills to prepare them for the work environment, and for communication with peers and clients. Growth of interpersonal skills, confidence and subject knowledge also contributes to positive work experience and employment opportunities. Learners can become employed as a direct result of training, improve their income, and become a positive influence on their families. The community acquires trained professionals in hospitality and security, which contributes to economic growth in the region. Some learners also attain credits toward NCEA levels 1-3, as well as relevant certification to allow practice in certain fields, such as security and first aid.

Learners achieve a set of theoretical and practical knowledge and skills that adequately prepares them for local and regional hospitality and security employment. Security students become licensed and enjoy immediate employment opportunities at the completion of the Certificate of Approval, which is achieved during the training. The on-site café and restaurant provide hospitality students with effective and appropriate experience in planning, preparation and delivery of hospitality services. The community is positively enhanced and encouraged by the addition of quality employees to the workforce, who are work-ready, trustworthy and have a good work ethic.

Appropriate teaching methods are used, combining a suitable mix of theory and practice. Tutors possess the practical experience and knowledge in their field, and attain adult education qualifications to assist and qualify their teaching practice. Assessment is appropriate to the learning, and tutors manage on-job assessments effectively. Internal moderation processes have been improved, and staff are supported through training to assist with this.

HLC provides a range of effective support services for learners in the Kapiti-Horowhenua region, such as transport, doctor appointments and pastoral care. Academic and pastoral services are provided by UCOL for the security learners. These services have effectively and successfully supported learners and tutors who are engaged by the HLC-UCOL partnership.

Governance and management undertake strategic planning and activities that support learners, tutors, educational success and the needs of the community.

Learners are meaningfully inducted into the organisation and celebrated for their successes. Strategic relationships support the organisational and educational direction and vision for staff and learners, and directly represent community voices and expectations.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Horowhenua Learning Centre (HLC)**.

- HLC has effective systems for collecting and analysing performance and achievement data, which are embedded within the performance culture of the organisation. HLC sets internal performance targets and benchmarks against TEC performance indicators and similar tertiary providers located regionally.
- HLC engages effectively through existing and developing relationships with community and industry networks. Employers are appointed to and participate in key strategic committees and forums, and communicate relevant discussions to the organisation. Effective strategies are in place to identify the needs and goals of students, and are further monitored and developed by staff and learners throughout the course of the programme.
- HLC has implemented a robust system for regularly collecting, analysing and discussing feedback from learners and staff. An effective system allows programme staff to discuss the course, teaching and learning methods, and individual student needs. Regular formal and informal communications with external stakeholders are appropriately captured in reporting mechanisms across the organisation.
- Staff appraisal mechanisms and programme staff meetings inform and advise individual teaching practice for tutors. A robust appraisal and performance management system supports teaching and training opportunities for staff, including peer mentoring for new staff. Student feedback in evaluations is collected regularly and is reported to the appropriate staff. Progression and destination data is also collected, analysed and reported, informing strategic support for students and in the community.
- HLC communicates directly with some local external stakeholders who have advised on the effectiveness and flexibility of HLC to provide support to learners and the community.
- Organisational processes and systems are transparent and robust, and reporting and monitoring is regular and meaningful. The recent appointments of the academic manager and quality advisor have ensured that quality assurance is consistent for the different HLC funding and delivery contracts within the organisation.

Findings¹

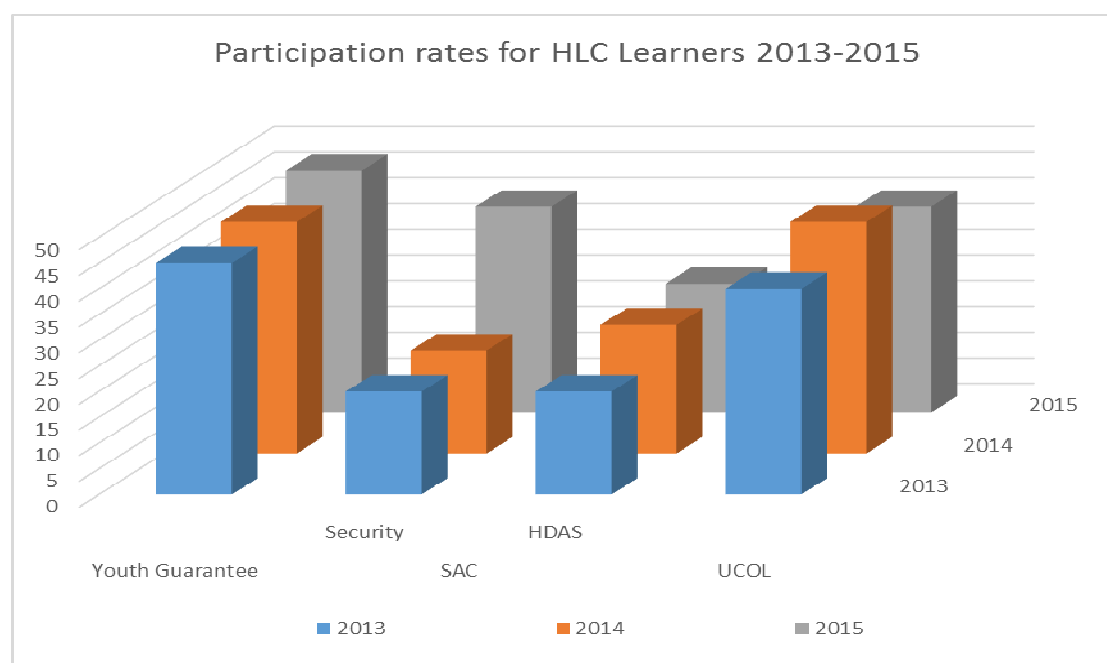
1.1 How well do learners achieve?

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**.

Participation and enrolment have increased in programmes delivered across HLC since 2013.² The positive growth in learner numbers has been effectively managed with the recent restructure and appointment of management and teaching staff, and improvements to the organisational processes and systems, including data collection, analysis, reporting and monitoring.

Fig 1. Participation rates for all students, 2013-2015



HLC has achieved consistently high completion and performance for all learners, and course and qualification completion results have steadily increased for all TEC-funded learners (Youth Guarantee, Student Achievement Component), and for learners engaged in the UCOL partnership – including Māori and Pasifika. HLC is exceeding TEC and internal targets, and is currently tracking positively against the PTE's forecast for 2015.

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 Learner participation, achievement and performance is measured according to the funding streams: Student Achievement Component, Youth Guarantee, and UCOL.

Table 1. Performance data for all students, 2014

All learners – completion rates		Internal targets	TEC targets ³	2013	2014	2015 forecast
Youth Guarantee	CC ⁴	50%	50%	49%	68%	67%
	QC	70%	45%	41%	62%	60%
Student Achievement Component funded	CC	88%	80%	86%	82%	93%
	QC	91%	80%	80%	78%	91%
UCOL – Security Palmerston North	CC	75%	n/a	n/a	88%	90%
	QC	75%	n/a	n/a	84%	91%
UCOL – Security Whanganui	CC	75%	n/a	n/a	n/a	86%
	QC	75%	n/a	n/a	n/a	84%
UCOL – Health and Disability Support	CC	88%	n/a	92%	88%	100%
	QC	91%	n/a	89%	88%	100%

These results are akin to those of comparable providers, where the results have been on or above par in benchmarking exercises.

Māori and Pasifika students make up 59 per cent of the Youth Guarantee and Student Achievement Component-funded students, and also exceeded TEC and most internal targets for 2014. Māori and Pasifika benchmark positively against the HLC average for course and qualification completion – contributing effectively to the priorities of the Tertiary Education Strategy 2014-2019.

Table 2. Performance data for Māori and Pasifika learners, 2014

		Internal targets	TEC targets	HLC all students	Māori	Pasifika
Youth Guarantee	CC	50%	50%	68%	57%	50%
	QC	70%	45%	62%	50%	50%
Student Achievement Component funded	CC	88%	80%	82%	87%	89%
	QC	91%	80%	78%	83%	75%
UCOL – Security Palmerston North	CC	75%	n/a	88%	89%	82%
	QC	75%	n/a	84%	89%	82%
UCOL – Health and Disability Support	CC	88%	n/a	88%	90%	86%
	QC	91%	n/a	88%	90%	86%

In 2014, most learners made a positive progression (to employment or further study) from the programme. Seventy-nine percent (15/19) of security students in this year achieved their Certificate of Approval, and were signed to a security

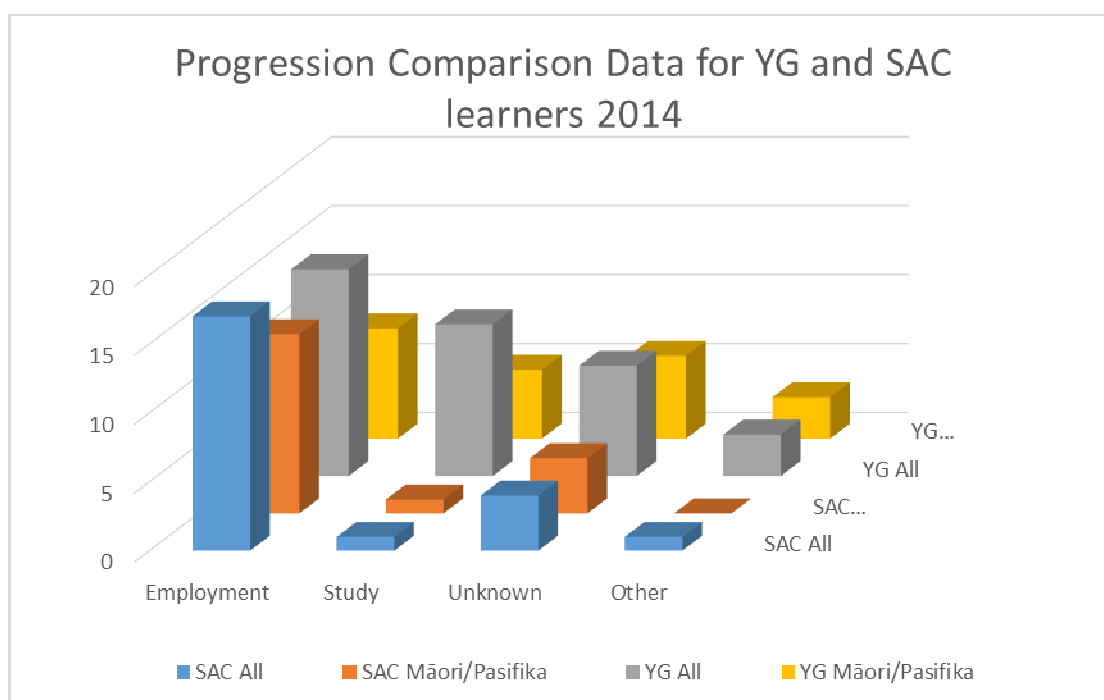
³ TEC targets – 2014-2015

⁴ CC = course completion; QC = qualification completion

company for employment, while 21 per cent (4/19) left the programme before completion because they achieved employment within the study year.

High progression rates exist for hospitality and Youth Guarantee learners, with the majority of each progressing to employment (33 per cent of Youth Guarantee learners, 78 per cent of Student Achievement Component learners). Comparatively, a high number of Māori and Pasifika students (35 per cent of Māori/Pasifika Youth Guarantee learners, 22 per cent of Māori/Pasifika Student Achievement Component learners) also progress to jobs.

Fig 2. Progression comparison data for Youth Guarantee and Student Achievement Component learners, 2014



Overall, the employer stakeholders in areas of both security and hospitality said that learners and graduates possess the relevant and appropriate knowledge and skills required to undertake the tasks required in the industry. Staff said job placements have supported learners to develop and improve their work ethic and etiquette, such as presentation, timeliness and professionalism. Additionally, employers said the theoretical knowledge of students has on occasions exceeded that of the employer, adding quality to the business.

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

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

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

Learners are work-ready and have appropriate and necessary skills and knowledge for entry to intermediate-level work in hospitality and security. Learners acquire a set of interpersonal skills to prepare them for the work environment and communication with peers and clients. Examples of employment include working independently as an event security controller, mobile and retail security personnel, or as a team member in a restaurant. The practical activities around planning, preparation and delivery in a café and restaurant context by all hospitality learners strengthen and improve interpersonal skills such as communication and presentation.

Learners are employed as a direct result of training, and improve their income, which has a positive influence on their families. Hospitality employers iterated that HLC produces trustworthy learners, who then become trustworthy employees. Similarly in security, the practical experience through work placements prepares learners to work in retail, static and event security. Learners are identified by staff and employers as improving their work-readiness, confidence, knowledge, skills and work ethic, thereby increasing and securing local and regional employment. Learners experience personal development and growth as a result of training and undertaking work experience. Evaluators heard from students and staff about learners who have become role models for their families and friends as they are seen in the community, in uniform. Staff and learner mentoring relationships have also helped re-engage people in learning and have increased learner self-confidence, demonstrated by improved presentation and engagement. Staff have also supported learners into their desired pathways, such as the defence forces.

Stakeholders said the learners' achievements have increased the confidence of the community and local organisations in the work competencies of potential local employees. This has enabled manufacturing businesses to plan for organisational expansion, nationally and internationally, adding to economic growth for the region. A local stakeholder said their organisational growth is partially due to their increase in confidence in HLC as a training facility to produce quality employees who will help increase production.

In addition to the award of qualifications, some learners also complete and gain competencies and standards toward certification in the use of fire extinguishers, as well as first aid, and credits towards NCEA levels 1-3. Hospitality learners may progress to the City and Guilds internationally accredited programme. Following the completion of mandatory standards, and the attainment of an introductory-level Certificate of Approval, the UCOL security learners are licensed to work in the private security industry as a crowd controller. All security learners with the Certificate of Approval are employed by national security firms for work placements.

In 2014, all learners attained the Certificate of Approval and were employed as a result. These learners are employable by other security companies, able to undertake the duties according to the Certificate of Approval level awarded, and are continually connected with potential employers via work placements. Learners also advise on security measures for the likes of schools, kōhanga reo and retail stores.

HLC is benchmarked favourably against other local businesses and achieved the Electra Business of the Year Award 2015, and the Sustainable Achievement Award which acknowledges the work of supporting and educating young people in the Horowhenua district.

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

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

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

The flexibility of HLC, and the 'make it work' attitude, has minimised learning and access barriers to second-chance or previously disengaged learners. Opportunities for school leavers and disengaged youth to re-engage in learning are increased through attending HLC. This is further supported by the flexible learning structure and mentoring system. Stakeholders and students spoke of the 'openness' of HLC in catering for unique student needs that will assist them to undertake further study or pathway into employment. Learners studying at the UCOL campus also have access to the UCOL learner support services, and pastoral and academic support.

Rigorous entry processes identify student needs and suitability for learning. In addition to interviews, security applicants undertake a quasi-numeracy and literacy test, and personal goals and expectations are identified. Effective systems such as pathway plans and regular team meetings keep the programmes relevant to learners, and enable staff to monitor progress against the desired outcomes.

Effective and regular communication between HLC and industry are maintained through historical and strategic relationships. Reporting mechanisms such as meetings and a self-review template capture communication with stakeholders, staff and learners. Formal feedback from the security industry is received through regular scheduled meetings and phone calls. The tutor also receives direct feedback from industry, both formally and informally, through meetings and community events. Stakeholder interviews identified that training and outcomes are fit for purpose, and fit for industry needs. The HLC recruitment and recommendation processes for learners into job placements are trusted by stakeholders, who believe any learner recommended is honest, promising a good work ethic and quality of work. HLC provides post-placement support for 90 days, and employers maintain informal contact with HLC outside this period.

Evaluators heard from stakeholders who indicated that the community is enhanced by continuous engagement with HLC. HLC has a good understanding of employer and stakeholder needs and expectations relevant to the community and the programmes delivered. HLC is proactive in seeking appropriate potential employers to support the learning needs, and practical experience required by the learners.

A robust self-assessment process includes the collection of learner feedback, analysis, recommendations, reporting and monitoring/review. Learner evaluations are undertaken regularly of all learners, and recently changed from paper-based to online surveys. Evaluations have a focus area each term as a method to make the process relevant to the student experience, such as learner enrolment and marketing in the first term, student IDs in term 2, careers and pathways in term 3, and the course and tutors in term 4. The recent expectation to complete the evaluations during class time has resulted in a 100 per cent response rate. Learners in both the security and hospitality programmes had overall positive comments about the tutors, course content and delivery.

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**.

Appropriate teaching methods are used, combining a suitable mix of theory and practice. Feedback from the security programme identified that the application of theory occurs immediately in both the class and in the workplace. Learners test their skills, such as the use of hand-held radios, in and around the campus, in preparation for the workplace. For hospitality, theoretical learning is applied in a simulated environment – the café and restaurant – where industry time expectations also apply. Teaching involves guest speakers such as employers, who share information about the expectations of the workforce and the industry. This activity is mutually beneficial, and industry guest speakers can identify whether the learners are fit or right for the role and industry that the qualification will lead to.

Tutors are suitably qualified and experienced in their fields. HLC employs industry experts for all programmes delivered, because practical experience and knowledge in the field adds a richer learning experience for learners. This is supported by student feedback about the quality and knowledge of the security tutor. Staff are enrolled in or have completed the New Zealand Certificate in Adult Education and Training, and pathway into internal and external adult education and Ako Aotearoa workshops, such as a workshop on raising Māori and Pasifika achievement. A positive rapport is built between tutors and learners, and learners indicated to the evaluators that the tutors are knowledgeable, fair, non-judgemental and clear about expectations. Learner feedback also indicated that the security tutor has developed a respectful and engaging learning environment through strong rapport

and meaningful relationships maintained between tutor and learners. This is supported by the impromptu haka performed by learners, for a tutor, in respect and gratitude for the year.

Assessment is appropriate to the learning, and tutors manage on-job assessments effectively. Assessment occurs on job (security), in a simulated environment (hospitality), and in class. Assessment is appropriate to the delivery and content of the programmes, and learners have opportunities for re-sits at times that are suitable to the learner. For the security cohort, learners are supported and monitored through on-job assessments undertaken by the tutor. In hospitality, HLC staff maintain communication about the on-job performance of learners through informal relationships with employers. Moderation has been improved through the development of literacy and numeracy assessment and moderation processes, and training with relevant staff. Professional development is arranged and shadow moderation provided, strengthening internal moderation. Monitoring of these processes is now completed weekly, and regular internal pre- and post-moderation is completed for all tutors and programme material. Additionally, regular external moderation is appropriately completed by The Skills Organisation, Careerforce and ServiceIQ, identifying that assessment evidence meets requirements. Where the evaluator has determined that an assessor decision does not reflect the national standard, further evidence identifies that improvements are immediately implemented, including staff mentoring and training for assessment and moderation. This is evidenced by the 2015 moderation report, of the improved moderation results from previous years' performance.

HLC has a robust appraisal and performance management system for all staff. Monthly peer observations by tutors monitor the teaching methodology and effectiveness, while quality assurance is observed by the academic manager and quality advisor. The academic manager provides regular mentoring and coaching to all staff. New staff identified the mentoring as beneficial and helpful to their roles and programmes.

1.5 How well are learners guided and supported?

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

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

HLC provides a range of meaningful support services for the learners in the Kapiti-Horowhenua region, such as transport, doctors and pastoral care. A discounted bus service assists 'out of town' learners to attend classes. Contact with the families of disengaging learners has resulted in increased class attendance and pathway planning. A free on-site medical service in the HLC Levin head office helps meet the financial limitations and health needs of learners. HLC also provides gym memberships, in particular to security learners to support the physical needs of the profession.

Academic and pastoral services are provided by UCOL for the security learners. These services have effectively and successfully supported learners and tutors engaged by the HLC-UCOL partnership. The Māori learner support service indicated that these services are used regularly by this cohort of learners for personal and academic needs. However, the processes, expectations and arrangement between UCOL and HLC in regard to learner support are not clearly defined for these providers and the UCOL students. While HLC has no physical learner support presence at the UCOL Whanganui campus, learners have access to all UCOL services including learner financial support by way of bus passes, access to scholarships and grants, and access to health services and the library – this needs to be clearly communicated to staff and students at both organisations. The security tutor attends the work placements for on-job assessment and support which, learners indicated, builds their confidence when working in the security field.

Post-placement support is provided to all learners and employers for 90 days, offering ongoing advice for those working in the industry. After this time, communication with some employers remains ongoing due to existing and historical relationships.

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**.

HLC is governed by a skilful and engaged trust board, which is actively involved in planning and implementing the strategic educational direction and vision of the organisation. Decision-making processes are robust and rigorous, resulting in fully informed action plans. Subcommittees from the trust board are generated by mapping their knowledge and skills base to represent key priority areas, such as the Māori and Pasifika, health and safety, and finance subcommittees. Action plans developed through these subcommittees are endorsed by the trust and are implemented by the organisation. Proposed actions include the integration of cultural personnel and practices such as a whakatau for new students and staff. HLC is well-resourced with tutors and guest speakers who have industry expertise. Staff feel valued by HLC and are supported through mentoring and professional development activities. Staff spoke about the organisation's clear and transparent performance expectations and regular opportunities to meet and give feedback to the academic team as well as their own teams. These practices ensure programmes remain relevant to stakeholders and the industry.

Through the strong leadership of its chief executive, HLC has embedded a performance culture based on accountability, transparency and continuity, and which is fair and valid. This is a strategic priority which is shared throughout the organisation, and identified in the internal targets that are raised, and achieved,

above TEC targets. In alignment with strengthening academic activities in HLC, the academic manager and quality advisor roles were developed and designed to focus on performance and consistency across the organisation. These informed appointments are timely and apt for the growth occurring in the organisation. Processes across HLC have improved to support educational performance, moderation and reporting, such as comprehensive data input practices and monthly generating of reports. The student management system was recently changed to an online system, resulting in regular reporting. Data collection and analysis of performance data for learners engaged under the UCOL partnership is now being undertaken by HLC, to ensure relevance, completeness, validity and reliability of the data. This has been a positive addition to understanding this particular cohort of learners.

Strategic partnerships, appointments and participation with key local and regional organisations and committees represent the workforce and industries relevant to the programmes delivered by HLC. These are positive strategic relationships that support the educational objectives of HLC. This is demonstrated by the relationship between UCOL and HLC that was initiated and facilitated by the Horowhenua District Council. HLC also has strong community links to agencies that assist with the provision of medical and pastoral care. As an example, the high number of youth in HLC programmes prompted the mutual engagement to provide a free medical service on site. The engagement and needs identified by the board, management and staff are continually reviewed and revised to ensure they remain relevant and appropriate to the strategic direction of HLC.

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: Hospitality Suite (includes Youth Guarantee delivery)

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: Security Suite (includes UCOL partnership)

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).

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

www.nzqa.govt.nz