



# Report of External Evaluation and Review

## Kershaw Training Enterprises

Confident in educational performance

Confident in capability in self-assessment

Date of report: 28 June 2011

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# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. Kershaw in context

Location:	Hamilton
Type:	Private Training Establishment
First registered:	1992
Number of students:	Domestic: 49 full-time, 80 part-time. International: nil
Number of staff:	11
Scope of active accreditation:	<ul style="list-style-type: none"><li>• Youth Training – Business Administration and Computing, Employment Skills</li><li>• Training Opportunities (TOPs) courses – Business Administration and Computing, Construction</li><li>• Intensive Literacy and Numeracy</li></ul>
Sites:	Two sites in Huntly
Distinctive characteristics:	Kershaw is the only Māori PTE in Hamilton and Huntly providing the above courses. The learning environment is culturally sensitive, warm, and friendly. Kershaw's goal is to place learners in positive pathways with local employers within the industry of their study, or with tertiary providers offering further higher-level training.
Recent significant changes:	Contract with the Ministry of Social Development to deliver Construction training.
Previous quality assurance history:	At the previous quality assurance visit by NZQA, an audit in 2007, Kershaw met all but one requirement of QA Standard One, the quality standard then in force.

The one requirement not met related to external moderation.

## 2. Scope of external evaluation and review

The focus areas selected for this EER were:

- Governance, management, and strategy
- Student support
- Youth Training and Training Opportunities programmes.

These focus areas were selected because governance, management, and strategy and student support are mandatory focus areas. Further, support is a key driver of successful programme delivery and learner progress. Most of the students are on Youth Training or Training Opportunities programmes.

## 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 EER team comprised a lead evaluator and an external evaluator. The team visited the Hamilton site and the Huntly sites. During the visits the team met with a director, the manager, the marketing and recruitment manager, tutors from all programmes, and students from the Youth Training and Training Opportunities programmes.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Kershaw Training Enterprises**.

Learners who study at Kershaw have very high achievement rates, either gaining employment or engaging with further study. Labour market outcomes for Kershaw over the last three years have been consistently above the targets set by the Tertiary Education Commission and by Kershaw itself. Kershaw also achieves good longer-term outcomes which contribute to the well-being of individuals and the community.

Kershaw has strong and effective relationships with providers of higher education. Over the last three years, about 40 per cent of all students who have completed courses at Kershaw have advanced to further training. These are excellent results.

Kershaw is a learner-centred organisation. Career planning is central to the learners' progress. All learners develop three career plans (to keep their options open) and work on them daily with their individual learning plan. This and other Kershaw processes contribute to very high learner motivation and achievement.

Kershaw takes a holistic approach to its learners, teaching the whole person and maintaining a whānau atmosphere. There is real quality in all of Kershaw's processes and procedures. Kershaw's support for learners has a positive impact on their engagement with learning and their achievements.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Kershaw Training Enterprises**.

Self-assessment at Kershaw is ongoing, purposeful, and genuine but could be more transparent and comprehensive. Kershaw has a very effective system for continuously measuring labour market outcomes. Although the manager could provide qualification statistics if required, they are not being used for self-assessment at present. However, a high percentage of learners go on to further training, having achieved the qualifications required for entry to higher education.

Self-assessment at Kershaw leads to worthwhile improvements. Examples include: changing from cultural programmes to employment-oriented courses (while retaining cultural strengths); changing from studying career planning as a unit to making it an everyday activity; and running Intensive Literacy and Numeracy training. Self-assessment has been the primary means of improving Kershaw's educational performance.

Management is considering carefully what information they need to collect to inform the discussions needed to bring about further worthwhile improvements. For example, what long-term information from graduates of Kershaw could contribute to worthwhile improvements? Reflection on questions like this could increase the impact of self-assessment on improving educational performance.

Self-assessment at Kershaw is purposeful and genuine and good information is collected, but the quality and validity of this would need to be strengthened to justify high confidence in self-assessment.

## TEO response

Kershaw Training Enterprises has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

Learners who study at Kershaw have very high rates of successful achievement, either gaining employment or engaging with further study. For example, 75 per cent of the students who have completed Kershaw's business administration and computing course over the last three years have achieved positive labour market outcomes. Fifty-two percent went on to further training and the remainder to full-time or part-time employment. These outcomes are consistently above the targets set by the Tertiary Education Commission and by Kershaw itself. There are also good longer-term outcomes of alumni completing qualifications and taking leadership roles which contribute to the well-being of individuals and the community.

Kershaw has strong and effective relationships with providers of higher education such as Te Wananga o Aotearoa, Waikato Institute of Technology, and New Zealand Management Academy. Kershaw takes students on visits to these institutions and helps them with their applications, building their confidence to progress to further education. Over the last three years about 40 per cent of all students who have completed courses at Kershaw have advanced to further training. The sector average to 2007 (the latest figures) is 11 per cent<sup>2</sup>. Achieving success at nearly four times the national average in this area is a significant result.

Learners acquire useful skills and knowledge and develop their cognitive abilities. The students interviewed by the evaluation team were in no doubt that the skills they were acquiring were immediately useful and would lead to better personal outcomes for themselves in the longer term. All learners spend some time each day with their home teacher working on their career plans and measuring their performance against the short and long-term goals they have set. Emails from alumni confirmed that training at Kershaw leads to longer-term achievement in life. Many had completed degrees and risen to senior positions in government departments and enterprises.

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

Self-assessment of outcomes at Kershaw is ongoing and transparent and leads to worthwhile improvements. Although the manager could provide qualification statistics if required, they are not being used for self-assessment at present. However, the marketing

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<sup>1</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>2</sup> Ministry of Education. (September 2009). Education Counts: Training Opportunities: Statistical Profile 1999 to 2007. Online publication retrieved 1 February 2011 from: [http://www.educationcounts.govt.nz/publications/tertiary\\_education/57214/6](http://www.educationcounts.govt.nz/publications/tertiary_education/57214/6)

and recruitment officer prepares tables for the monthly staff meetings showing how the students' labour market outcomes are tracking against targets. Staff reflect on these and discuss what needs to be done for each student to optimise their personal outcomes. This is a good use of data to improve all-round performance.

## 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.**

As noted above, Kershaw learners have very high rates of engaging with further study. The learners who do not progress to further study have good rates of gaining employment. This is of great value to the individual learners and the wider community.

Learners at Kershaw improve their well-being and enhance their abilities and attributes. Staff and students interviewed by the evaluation team were unanimous in saying that studying at Kershaw had given them life skills and a sense of belonging to a whānau. Having daily sessions where they review their career paths with their home teachers increases the learners' self-management skills and motivation. Kershaw takes a holistic approach with its learners which encourages and enables progress.

Kershaw supports community development. For example, in Huntly there are high rates of unemployment and Kershaw has worked hard to get at-risk youth enrolled on courses and maintaining daily attendance. Building good work habits of consistent attendance and goal-setting are intrinsic to all Kershaw programmes, and students spoke of the benefits of "getting off the couch", learning to learn, and achieving results. These changes in lifestyle are an important contribution to the economic and social development of these communities.

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

Self-assessment in this area is ongoing, robust, and authentic. The present practice of having daily reviews of career paths with home tutors is an outcome of self-assessment. Formerly, learners studied a unit on career planning, but self-assessment showed that this did not result in behaviour change for many learners. Kershaw instituted a programme in conjunction with a Career Services review which enables tutors to work with learners on developing alternative career plans and reviewing progress. This has resulted in learners considering a wider range of possibilities and becoming far more focussed in striving towards goals.

Kershaw sees that there is room for improvement in their processes for gathering more learner destination data and more comprehensive information from alumni, and is taking steps to do this.

### 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.**

Kershaw's programmes maintain relevance to stakeholders and communities. The founders of Kershaw started by delivering cultural programmes which enhanced learners' self-esteem but did not provide the skills employers were looking for. Self-assessment led to the present business administration and computing and construction courses which give learners work skills as well as boosting their self-esteem. The changes in funding rules encouraged Kershaw to look for opportunities to make the changes work for the benefit of its learners and communities.

Kershaw encourages effective stakeholder and community engagement by all staff. There was clear evidence of staff having effective engagement with their communities, particularly to remove barriers to learners enrolling. For example, staff drive Kershaw vans to pick up learners from their homes. Tutors thus have daily contact with their communities. Kershaw has a programme of "outside speakers" from business. Many of these are Kershaw alumni and they confirm the basic relevance of the courses to the learners and update tutors on new developments. The visits to other tertiary providers described in section 1.1 of this report also foster effective community engagement. All staff participate in this engagement which enhances its effectiveness for the learners.

Kershaw's programme planning is informed by ongoing needs analysis. One example is the use of Intensive Literacy and Numeracy (ILN) programme funding to meet community needs. This programme addresses basic needs for many in the community and Kershaw uses the funds to maximise the benefit to the community. Kershaw also uses the materials developed for its ILN programme to assist learners on its other courses. Kershaw's needs analysis ensures that it is offering its communities the programmes they need.

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

Self-assessment in this area is being used to bring about worthwhile improvements. Examples include: changing from cultural programmes to employment-oriented courses (while retaining cultural strengths); changing from studying career planning as a unit to making it an everyday activity; and running ILN training. Self-assessment has been the primary means of improving Kershaw's educational performance.

### 1.4 How effective is the teaching?

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

The learning environment is planned and structured for the benefit and needs of learners. The Hamilton site has three classes operating in an L-shaped room. While there are no walls, the three areas are set up for the particular activity, e.g. computing. Learners rotate through the areas daily and the open plan has the advantage that any staff member can see when a student in any class needs help. The ILN class is taught in a separate room decorated with posters to help learning and show the learners' progress towards their goals.

The Huntly site is also a high quality building which has been well set up for learning. Teachers and learners said the environment had a positive impact on their learning, concentration, and cooperation.

The teachers and the learners relate effectively to one another. The learners complete course and tutor evaluations every quarter and are very positive about the value of their learning and the quality of the teaching. The manager administers the evaluations and collates the information which is promptly shared with staff. It was clear from staff and learners that the learners collaborated well and assisted each other. These positive relationships between learners and tutors, as well as among the learners, encourage engagement with learning.

Learning activities and resources are effective in engaging learners at Kershaw. Kershaw places a lot of emphasis on learning styles and “learning to learn”. The computing and construction courses are well set up with practical activities so that all learners get practical work every day. These activities and the very good resources available for them enhance the students’ learning.

Assessment at Kershaw is valid, fair, and transparent. The students agreed that the assessments were fair, and they received prompt oral and written feedback. There are good systems in place for internal and external moderation. Previous NZQA moderation results were not good, but Kershaw has studied the moderation reports, taken advice, fixed the problems, and the most recent NZQA moderation results are good. Staff at higher education establishments to which Kershaw learners progress confirmed that the learners receive a good grounding at Kershaw and were well prepared for further study. Assessments at Kershaw support learning and provide good evidence of achievement.

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

Self-assessment in this area is ongoing, authentic, and robust and has led to improvements where self-assessment information is collected. For example, information from the present student evaluation forms is analysed and reflected on and this has led to a decision to develop new forms to improve the quality and usefulness of the information. Kershaw has developed two forms so far with a further two to come so that they can be varied during the year. Students are encouraged to write journals which help them to self-assess as well as improve their literacy. Those viewed by the evaluation team provided rich feedback for staff and learners.

The response to external moderation is further evidence of analysis and reflection leading to improvement.

## 1.5 How well are learners guided and supported?

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

It could be said of Kershaw: “tino kaupapa ki te manaaki” (“its driving purpose is to support, care for and guide”). Kershaw takes a holistic approach to its learners, teaching the whole person and maintaining a whānau atmosphere. Staff are proactive in encouraging learners to enrol and there is a one-week trial period for both parties. Learners receive a concise but comprehensive and well-designed handbook and receive a personal induction. All tutors, but particularly the “homeroom” tutors, provide pastoral care as well. Learners receive individual help, in the first instance from tutors, but if further assistance is needed it is coordinated by the marketing/recruitment manager, particularly if funds or outside agencies are needed. Staff notice the hungry or homeless and those who need a change of clothing and provide for all these needs. For example, they hold wardrobes of spare clothing at the Hamilton and Huntly sites. Kershaw’s support for learners has a positive impact on their engagement and achievement.

Kershaw’s policies and procedures minimise barriers to learning. Students are helped to develop career pathways. Each learner develops three career plans and homeroom tutors monitor progress against the learner’s learning plan and individual list of goals. Kershaw also minimises barriers by providing transport to the training in Huntly. This is part of the emphasis placed on punctuality and attendance. Students are closely monitored so that non-attendance is not a barrier to learning and learners develop work skills. These positive policies and procedures enhance learners’ opportunities and the outcomes achieved confirm their effectiveness.

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

Self-assessment in this area is largely informal but is ongoing and authentic and leads to some improvements. Kershaw is aware of whether it is providing effective guidance and support for learners. There is evidence of effective guidance and support in the pathways developed by students, as evidenced by their journals. Kershaw is now collecting emails from alumni about the effect of Kershaw on their lives. This should feed into some assessment of how guidance and support systems feed into longer-term outcomes.

## 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 purpose and direction of Kershaw is clear. The organisation’s goal is to place learners in positive pathways with local employers within the industry of their study, or with tertiary providers offering further higher-level training. A board of directors meets monthly. The January 2011 meeting minutes contain Kershaw’s vision goals and strategy. It was clear that staff shared the management’s vision and that it also motivated the learners. This clear purpose and direction focuses Kershaw’s decision-making and improves its effectiveness.

Leadership is effective. Minutes of staff meetings show that staff are fully involved in the leadership of the organisation. The leadership is consultative and participative. Staff and

management discuss the whole operation, from policies to approaches to individual students. The organisation is clearly learner-centred. The good communication and cooperation at Kershaw are clear evidence of effective leadership.

Resources are allocated to support learning and teaching. The teaching spaces are well maintained and attractive, computers are replaced every three years, and Kershaw pays for staff to undertake higher education courses for their personal development. The manager is currently teaching, so staff appraisal is less formal than in former years, but staff were happy that they were being observed and helped. The manager observed that teaching again had put her more in touch with staff workloads and their concerns. It had led to a reconsideration of the need for paperwork from staff. Staff were happy that they could plan for outcomes and achieve them knowing that sensible resources would be provided.

Staff are valued. Staff turnover is very low and all staff expressed a sense of mission and clear satisfaction with their involvement with Kershaw. They knew they were providing opportunities for second-chance learners and enjoyed their successes. They are committed and effective.

Kershaw responds well to change. Over the years it has expanded into other areas, such as language training, then retreated when it became clear that such areas were delivered better by other TEOs. Management is responsive to changes in funding and looks for the opportunities in new systems rather than fighting the change. This timely response to change has enhanced Kershaw's relevance and credibility.

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

Again, self-assessment of governance and management is ongoing, authentic, and robust but could be more comprehensive. Kershaw knows its strengths, and staff are always looking for innovative ways of playing to these strengths. There are some areas where management and staff are considering carefully what information they need to collect to inform the discussions they need to have to bring about further worthwhile improvements. This will increase the effectiveness of self-assessment in improving educational performance.

## Focus Areas

### 2.1 Focus area: Governance, management, and strategy

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

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

### 2.2 Focus area: Student support

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

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

### 2.3 Focus area: Youth Training and Training Opportunities programmes

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

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

# Recommendations

NZQA recommends in addition to those recommendations implied or expressed within the report, that Kershaw:

- review the data it collects for self-assessment, especially qualifications data and long-term information from graduates
- build capability in analysing and reflecting on this data
- establish processes for measuring the effects of improvements.

## Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and the New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the policies and criteria approved by the NZQA Board.*

*The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

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