

# Report of External Evaluation and Review

## Kershaw Training Enterprises

Confident in educational performance

Confident in capability in self-assessment

Date of report: 26 May 2015

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MoE Number: 9749  
NZQA Reference: C17917  
Date of EER visit: 17 and 18 March 2015

# Purpose of this Report

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

## Introduction

### 1. TEO in context

|                              |  |
|------------------------------|--|
| Name of TEO:                 | Kershaw Training Enterprises   |
| Type:                        | Private training establishment (PTE)   |
| First registered:            | 1 January 1992   |
| Location:                    | 217 Commerce Street, Frankton, Hamilton (head office and delivery site)  |
| Delivery sites:              | 6 Keddell Street, Frankton, Hamilton<br>126 Main Street, Huntly  |
| Courses currently delivered: | <ul style="list-style-type: none"><li>• Youth Guarantee Training: Certificate in Building and Construction (Level 2), Certificate in Business Administration and Computing (Level 2), Certificate in Employment Skills (Level 2)</li><li>• Intensive Literacy and Numeracy</li><li>• Training for Work (Ministry of Social Development contract)</li></ul> |
| Code of Practice signatory:  | Not applicable   |
| Number of students:          | Youth Guarantee Training – 31 (65 over the year)<br>Intensive Literacy and Numeracy – 30 (129 over the year)<br>Training for Work – 10 (35 over the year)  |
| Number of staff:             | 11 full-time and one part-time   |
| Scope of active              | The PTE has approval to offer the Certificate in Building and Construction, Certificate in Business  |

|                                     |  |
|-------------------------------------|--|
| accreditation:                      | Administration and Computing, and Certificate in Employment Skills.  |
| Distinctive characteristics:        | Kershaw identifies as a Māori private training establishment delivering education and training programmes to learners in Hamilton, Huntly and Ngaruawahia. Operating for 28 years, Kershaw's is a family-owned organisation with family members operating in governance, management, teaching and administration roles. The PTE has a focus on foundation learning programmes. |
| Recent significant changes:         | The most significant change was the withdrawal in late 2012 of Foundation Focused Training Opportunities (FFTO) funding concentrating delivery to youth.   |
| Previous quality assurance history: | NZQA conducted an external evaluation and review (EER) of Kershaw in March 2011. NZQA was Confident in Kershaw's educational performance and Confident in its capability in self-assessment.   |

## 2. Scope of external evaluation and review

Prior to the EER, discussions were held between the Kershaw manager and the NZQA lead evaluator. The following focus areas were selected for inclusion in the EER scope because they reflected the full provision of foundation training offered by Kershaw at two of the three delivery sites:

- Certificate in Building and Construction (Level 2)
- Intensive Literacy and Numeracy

Governance, management and strategy was also included in the EER scope as a mandatory focus area in accordance with NZQA policy for all tertiary education organisations.

### 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

The EER was conducted by two evaluators over two days at the organisation's premises in Hamilton and Huntly. The team interviewed a director (who is also the manager), the site manager, five tutors and a selection of Youth Guarantee and literacy and numeracy students.

In addition to documents submitted prior to the visit (self-assessment summary and investment plan), documents and other resources reviewed included learner result and outcomes data, learner feedback data with subsequent analysis and actions, staff meeting minutes, and pre-assessment and internal and national external moderation information.

# Summary of Results

## Statement of confidence on educational performance

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

The key reasons for this conclusion are:

- Intensive Literacy and Numeracy programme results continue to impress. There have been incremental increases for the past three years and Kershaw has consistently exceeded Tertiary Education Commission contracted achievement targets for this period. The target of 80 per cent gain has been constant, and achievement has been: 2012, 88 per cent; 2013, 90 per cent; and 2014, 88 per cent.
- Following disappointing results in 2013, Kershaw has rallied to drive improvement in educational achievement for its youth training programmes. In 2014, the Certificate in Building, Construction and Allied Trades (BCATS) more than doubled its course completions (from 30 per cent to 86 per cent) and qualification completions (from 21 per cent to 84 per cent), a very remarkable improvement.
- In addition to positive educational achievement gains, Kershaw reported that an increasing number of BCATS graduates go on to further training or employment. The three intakes of learners for 2014 show steadily increasing positive outcomes post-course (intake 1: 62 per cent, intake 2: 75 per cent, and intake 3: 92 per cent).
- Tutors have noted that re-engagement of learners into education programmes and subsequent success has led to positive behavioural changes, improved attitudes towards learning, and raised self-confidence. These changes have enabled learners to engage in work experience opportunities and community projects including BCATS learners building BBQ tables and seats for a school, marae refurbishing activities, and making kapa haka waka hoe (carved boat paddles) for a kura. These activities have formed and boosted positive engagement and collaboration with local communities.

While there has been a marked increase in the BCATS educational achievement for 2014, Kershaw's results for its other two youth training programmes – while an improvement on 2013 – have not been as positive as the BCATS results.

## Statement of confidence on capability in self-assessment

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

The key reasons for this conclusion are:

- The withdrawal of FFTO funding had a significant impact on Kershaw provision, delivery and achievement. Kershaw worked very hard within a short timeframe (three months) to make the necessary changes to accommodate the requirements of EFTS (equivalent full-time students) funded Youth Guarantee programmes. However, the less than satisfactory performance of 2013 was the result. Kershaw analysed the reasons for sub-performance and put in place an action plan to address it. The changes included familiarising management and staff with the requirements of EFTS-funded Youth Guarantee contracts, reviewing and rewriting programmes to be delivered in the shorter timeframes, relocating teaching staff who could work with the new programme requirements, and implementing a new student management system that would accommodate the reporting requirements of EFTS-funded Youth Guarantee programmes. The implementation of the action plan has had a positive effect as demonstrated by the greatly improved 2014 BCATS results.
- Each year programmes are reviewed to ensure they are still meeting learner and stakeholder needs. An area that needs strengthening is the collation and analysis of feedback from stakeholders and graduates to ensure that the training that learners are receiving remains relevant to the workforce or to further training, which is generally where the graduates progress to.
- Many students present with a range of personal challenges. Kershaw responded with a multi-pronged approach using a range of community links and services to guide and support students. In addition, a number of interactions, interventions and assistance are provided – often before the student starts – in order to help them to succeed. An example is to recommend that the learner enrol in the literacy and numeracy programme before enrolling in a youth training programme to improve success.

This is the second year of delivery following the implementation of EFTS-funded Youth Guarantee programmes. Some programmes have hugely improved outcomes, however others have improved but not to the level required by Kershaw. The organisation has additional strategies planned to lift performance.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

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

Following an uncharacteristically poor performance in 2013 – when Kershaw had a significant change to its funding, affecting its learner demographic, programme provision, delivery and achievement – many of Kershaw’s learners are now achieving well. This is especially so for the BCATS learners. This includes Māori learners who make up the majority of BCATS learners – their achievement results are slightly above the total BCATS results, as noted in Table 1. Literacy and numeracy learners who were not affected by the funding change have continued to have excellent results (Table 2).

| <b>Table 1. Kershaw achievement data, 2013-2014, Youth Guarantee level 2</b> |   |                       |                                 |                     |                           |                                 |
|--|---|-----------------------|---------------------------------|---------------------|---------------------------|---------------------------------|
| Educational Performance Indicator by year                                    | 2013-2014 All YG* programmes (TEC target) | 2013 BCATS** (Actual) | 2013 All YG programmes (Actual) | 2014 BCATS (Actual) | 2014 Māori BCATS (Actual) | 2014 All YG programmes (Actual) |
| Course completion  | 60%                                       | 30%                   | 49%                             | 86%                 | 89%                       | 65%                             |
| Qualification completion   | 40%                                       | 21%                   | 33%                             | 84%                 | 87%                       | 66%                             |
| *Youth Guarantee   |   |                       |                                 |                     |                           |                                 |
| **Certificate in Building, Construction and Allied Trades                    |   |                       |                                 |                     |                           |                                 |

| <b>Table 2. Kershaw achievement data, 2013-2014, Intensive Literacy and Numeracy</b> |                 |             |                 |             |                 |             |
|--|-----------------|-------------|-----------------|-------------|-----------------|-------------|
|  | 2012 TEC target | 2012 Actual | 2013 TEC target | 2013 Actual | 2014 TEC target | 2014 Actual |
| Demonstrate gain   | 80%             | 88%         | 80%             | 90%         | 80%             | 88%         |

Kershaw attributes the remarkable turnaround for its BCATS learner achievement to its planned interventions, which included a change of tutor, the addition of a support tutor, a modified programme, increased balance of theory and practice, work experience options and extra-curricular activities. The improvement in achievement success more than doubled and has led to prospective learners

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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.

(affirmed at enrolment) seeking out Kershaw as a viable option to training competitors in the region.

Kershaw tracks graduate destinations, and data shows that BCATS graduates go on to further training or employment. The three intakes of learners for 2014 show steadily increasing positive outcomes post-course (intake 1: 62 per cent, intake 2: 75 per cent and intake 3: 92 per cent) (Table 3).

|          | Combined destination data | Further training | Employment |
|----------|---------------------------|------------------|------------|
| Intake 1 | 62%                       | 24               | 38         |
| Intake 2 | 75%                       | 58               | 17         |
| Intake 3 | 92%                       | 58               | 34         |

While buoyed by these very positive results, Kershaw continues to be concerned that, although its two other Youth Guarantee programmes (Business Administration and Employment Skills) have also improved, they have not done so to the extent of the BCATS programme. Kershaw is trialling further interventions before deciding whether to continue delivery of these programmes or to cease delivery and increase the BCATS enrolments. Staff and management meeting minutes raised the need for more regular achievement progress reporting to governance and teaching staff, and this is scheduled for implementation in 2015 so interventions can be more proactive.

## 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 **Good**.

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

Kershaw learners appreciate the education and training they receive, which has led to valued outcomes. Significantly, learners who were previously NEETS (learners not in education or training) have re-engaged, completed their training at Kershaw, and then progressed to further training or employment. BCATS graduates alone through three intakes in 2014 have improved their outcomes from 62 per cent to an exceptional 92 per cent, mostly progressing to higher-level training within the building and construction industry. This is a very positive outcome for these graduates which can lead to apprenticeships and employment.

Through the organisation's and BCATS tutors' networks, learners have participated in work experience opportunities and community building projects. Schools and marae have benefited from the efforts of the learners, who in turn have developed a sense of pride as these organisations acknowledge their accomplishments. In the vicinity of the Kershaw training premises, a previously negative environment existed where business and shops were less than impressed by poor learner behaviour. The

raised learner self-confidence and pride that the tutors have instilled in the learners has led to much improved behaviour and interactions, with mutual appreciation now displayed between neighbouring businesses and learners. Stronger relationships have built up over time between businesses and the PTE, with reciprocal interactions such as free haircuts, clean and tidy surrounds and graffiti-free buildings shared and appreciated.

Many learners have exhibited positive behavioural changes and improved attitudes towards learning, raising their self-confidence. Intensive Literacy and Numeracy graduates who had previously become adept at hiding or masking their literacy and numeracy difficulties have become more confident to share these so that the tutors can support them, and they have made progress. Staff note that learners have become more social, making friends and generally showing concern for and encouraging their peers. Some Intensive Literacy and Numeracy graduates who are parents have role-modelled for their children the benefits of their commitment to their learning and achievement, and reading has become a family activity. Learners on all the programmes collectively praised the efforts of teaching staff who go the 'extra mile' to help them achieve. As staff report, some of these learners showed little interest or no inclination to engage at the beginning of the programme because they were accustomed to 'not succeeding' and were of the mind-set that this experience would be no different. Some learners then set themselves additional tasks to complete at home as they experienced success and progress. This success has enabled some graduates to consider enrolling on other foundation programmes.

Again, the BCATS is a very positive example of the Youth Guarantee suite of programmes, and the other two programmes have still some way to go towards providing similar value for their learners.

### 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 **Good**.

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

Kershaw identifies the most important needs of its learners and works hard to respond to those needs. After enrolment, all students complete the Tertiary Education Commission literacy and numeracy assessment tests. Students are then counselled into a programme informed by the results. Some may benefit from the Intensive Literacy and Numeracy programme before enrolment into the other level 2 programmes offered. Others who came prepared to enrol into the literacy programme have found that the results show they could cope with direct entry to the level 2 programmes. This is a sound process as the learners are matched to a programme where they are likely to succeed.

Goal-setting then forms an integral part of each student induction to inform learning plans, including a learning pathway. These pathways may include Intensive Literacy and Numeracy to BCATS, and/or BCATS to learning with another provider at an

advanced level. Many learners present with support needs which might have an impact on their learning. Tutors work with individual students to identify and address these specific needs, including addressing academic difficulties and attention to personal issues.

Extra-curricular activities such as sport and recreation and social visits are included with the BCATS programme structure to increase and maintain motivation. Staff and learners acknowledge that these extra-curricular activities not only promote learner motivation, positively improving achievement results, but the physicality of the activities has also improved learner health and fitness.

#### 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 **Good**.

The results that Kershaw teaching staff are achieving following its review and response to the changes brought about by the fuller implications of FFTO funding changes show that teaching is effective. The PTE has required a concerted approach from all levels of the organisation as management and staff have had to make significant adjustments to ensure that learners get every opportunity to succeed. Some staff have changed programmes as they adjust to a different learner demographic, with much younger learners enrolling and presenting with their own sets of challenges. The manager is currently filling a teaching role as she experiences first-hand the challenges of youth training, working to complete the programme in a much shorter timeframe of 22 weeks instead of the previous 48 weeks.

Kershaw has found that the Youth Guarantee programmes have benefited from the inclusion of extra-curricular activities, providing a balance to curriculum delivery which motivates students and helps consolidate good relationships between students and teaching staff. Learners must complete their planned morning curriculum delivery to be able to participate in the afternoon extra-curricular activities. Staff noted that this requirement has provided an impetus for increased attention to learning and assessment. The achievement results attested to the successful balance of the two.

Intensive Literacy and Numeracy staff rely on a wide range of teaching resources to boost interest for their students. They select from a range of Kershaw and Literacy National Centre teaching resources, supplemented by their own resources, which are then shared with colleagues across the three sites. Staff weekly hui also provide an opportunity to discuss 'what works' and to adjust delivery accordingly.

Staff are experienced and well qualified. For the Intensive Literacy and Numeracy programme, staff rely on a wide range of teaching resources to spark their students' interest. Three of four staff have completed the National Certificate in Adult Literacy and Numeracy, and the fourth is currently completing the programme. The BCATS

tutors similarly are well qualified with adult education qualifications and industry experience and skills. Kershaw has robust internal moderation practices and met external moderation requirements for the past three years from the New Zealand Industry Training Organisation, NZQA, and the Building and Construction Industry Training Organisation, which affirms their assessment practices. This also provides management with assurance that the very positive improvement in achievement is endorsed by internal and external quality assurance.

Programme reviews are conducted regularly, actions are then addressed by the manager and staff, and decisions from actions are noted. The implementation of extra-curricular activities resulted from these reviews. However, while formal and informal feedback from students is overwhelmingly positive, stakeholder feedback is not sought after as robustly as it has been in former years and requires strengthening. Kershaw could also make better use of collated data and analysis to drive improvement, such as Facebook feedback and any links between learner withdrawal and completion rates.

### 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**.

Learners interviewed by the evaluators endorsed the positive formal and informal feedback that learners feel well supported. Support begins with the enrolment and induction period when needs are identified which might have an impact on learner success. In addition to academic support, learners are assisted with pastoral support. Transport issues can prevent learners getting to class, so Kershaw provides a 'Bus It' card fortnightly enabling access to public transport. Others who live in regions further afield not serviced by public transport are similarly supported with a 'Fuel' card. In addition, staff discovered that learners were attending class hungry, so breakfast is provided to learners daily. Furthermore, access is provided to a wide range of community-based youth services, including WINZ and Youth Services counselling services. The PTE also provides support for medical issues such as dental and eyesight problems, and personal issues such as court appearances. Some support was limited to transporting the learners to appointments, while other support involved providing reading glasses and tests for hearing and sight, where Kershaw arranges and accompanies the learners to the appointments. Staff also provide learners with more comprehensive support at court appearances.

Learners are provided with a clear outline of the programme structure and a student handbook so that learners are clear about programme requirements. Kershaw has also introduced an organisational Facebook page for the purposes of seeking feedback, destination data and enrolment referrals. However, staff noted that although learners are well informed and counselled, there are still retention issues for the two programmes not covered in the focus areas of this EER.

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

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

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

Kershaw is a whānau-based organisation with strong values and ethics evident. Strategic planning, direction and leadership are strong and clear. Family members are involved at all levels of the organisation, therefore feedback and monitoring is both formal and informal. The organisation has been in operation for 28 years and has responded to significant changes over this time. The latest change has significantly affected its operations and the Kershaw response is ongoing. The short three-month timeframe between notice of the withdrawal of FFTO funding and delivery to the next cohort of students was such that the PTE's response was reactive as it tried to ascertain EFTS funding requirements while continuing delivery that did not detrimentally affect the learners. However, the less than satisfactory achievement results of 2013 are a direct impact of the suddenness of the Tertiary Education Commission decision and the PTE trying to manage the change. The very good 2014 achievement results show how effective Kershaw can be when it has had time to plan and strategise its response. This responsiveness continues as Kershaw seeks to address modular delivery and reporting and filling learner places as learners withdraw during the programme, processes it has identified will positively support improvements in educational achievement.

Management support staff are involved in planning which includes one-week planning events at the beginning of the year before classes start, ongoing reflection during the year, and a week-long end-of-year review. Some of the positive strategies that led to improvements in achievement are a result of this collective reflection and review.

The organisation is well resourced, with spacious working environments. Staff are highly valued, as demonstrated by professional development engagement, resource provision, celebratory staff events and financial support for learner extra-curricular activities.

Areas identified for ongoing improvement include the need to build up stakeholder and graduate feedback, which is not as robust as in previous years, to inform programme review and affirm programme currency and relevancy. Kershaw acknowledged that there is a need to gain a comprehensive understanding of the nuances of EFTS delivery and reporting, as these aspects affect achievement outcomes. Management identified that the Business Administration programme teaches and assesses in modules. Therefore, groups of unit standards are assessed and reported in clusters. If a learner does not achieve one unit standard in the cluster of three or four unit standards, the cluster is recorded as a non-completion against the PTE course completions. That is, the successful unit standards from within the incomplete cluster cannot be counted as success against course completions. Fortunately, the learner is not disadvantaged and each unit standard is credited. Kershaw will seek to disaggregate the modules in 2015.

## 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 **Good**.

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

### 2.2 Focus area: Youth Guarantee suite

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

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

### 2.3 Focus area: Intensive Literacy and Numeracy

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 that Kershaw:

- Reinststate the stakeholder and graduate feedback process of earlier years to inform programme review and affirm currency and relevancy post-programme.
- Make fuller use of collated data and analysis to drive improvement, including stakeholder and graduate Facebook feedback and withdrawal and completion rate analysis.
- Ensure more regular progress reporting to governance and teaching staff as identified by staff and management to enable early, proactive interventions.
- Continue to gather a fuller comprehension of EFTS delivery and reporting because it is affecting achievement outcomes – for example in the modular delivery and assessment – to ensure full credit is attributed to the PTE for successful assessments.

# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.*

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

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

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

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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