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External Evaluation and Review Report

K2 Corporation Limited (trading as
Kershaw Training Enterprises)

Date of report: 18 May 2022

About K2 Corporation Limited (trading as Kershaw Training Enterprises)

Kershaw Training Enterprises provides foundation learning in literacy and numeracy and building and construction skills, in the Waikato region.

Type of organisation:	Private training establishment (PTE)
Location:	217 Commerce Street, Frankton, Hamilton 26 Main Street, Huntly
International Code of Practice signatory:	No
Number of students:	Domestic: 33, 85 per cent Māori International: nil
Number of staff:	Five full-time equivalents; two part-time
TEO profile:	K2 Corporation Ltd
Last EER outcome:	In 2018 Kershaw was found by the New Zealand Qualifications Authority (NZQA) to be Not Yet Confident in both educational performance and capability in self-assessment.
Scope of evaluation:	Youth Guarantee Programmes – Building and Construction Skills (Level 1) (ID: 126496) leads to the award of New Zealand Certificate in Building, Construction and Allied Trade Skills (Level 1) Building and Construction Skills (Level 2) (ID: 126334) leads to the award of New Zealand Certificate in Building, Construction and Allied Trade Skills (Level 2); Intensive Literacy and Numeracy
MoE number:	9749
NZQA reference:	C48480
Dates of EER visit:	16 and 17 March 2022

Summary of Results

A review of governance and management roles and functions and more formalised self-assessment processes have led to an evidence-based understanding of student achievement. A strengths-based whānau approach provides support for and shared commitment by both staff and students.

Confident in educational performance

- Kershaw's core values are aligned to the Māori principles of whanaungatanga (relationships), manaakitanga (nurturing relationships), kotahitanga (unity) and pono (honesty). This framework enables and supports strong engagement by both students and staff. It also fosters a positive learning environment.

Confident in capability in self-assessment

- The Intensive Literacy and Numeracy programme provides individual attention to student needs and expectations. A Tertiary Education Commission (TEC) audit identified reporting non-compliances that have since been rectified.
- Youth Guarantee students benefit from the workshop training which provides practical work skills and contributes to increased personal confidence. In 2019 the programme was not delivered as approved by NZQA. This has been remedied.
- Staff are valued and work collaboratively. They share core values and collectively contribute to Kershaw's organisational purpose and direction.
- Changes to governance have refocused the organisation. The founder's vision has guided succession planning and frames decision-making for all staff.
- Embedding of self-assessment processes and ongoing staff upskilling will further strengthen and consolidate benefits for students.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Kershaw uses achievement data to better understand student success and progression to further study or employment. Moderation by the Building and Construction Industry Training Organisation (BCITO) and NZQA in 2020 and 2021 met requirements.</p> <p>During 2019-21, the Māori completion rate for the Youth Guarantee building programme levels 1 and 2 was mostly high, except for 2020 when Covid disrupted attendance and the region experienced several lockdowns (refer Appendix 1, Table 1).</p> <p>In the years 2019-21, Māori participation rates for Intensive Literacy and Numeracy were 85, 84 and 88 per cent respectively. Student progress is determined by 'gains' or improvements against the learning progressions that comprise the literacy and numeracy tool. The TEC target for gains is 80 per cent. In the years 2019-21, the gains for all students were 81, 69 and 67 per cent respectively (refer Appendix 1, Table 2). The primary reason for 'no gain' is that these students did not complete an exit/progress assessment that measures 'gain', or they left Kershaw before the first assessment at 100 hours of study.</p> <p>Kershaw reported that the reasons for non-completion across both programmes include family problems, changes to living arrangements, finding employment before graduating, mental health challenges, trouble with the law, moving from the region, and lack of interest and commitment leading to poor attendance.</p> <p>Determining student achievement by funding targets alone underestimates the impact that Kershaw makes with their students, many of whom have not experienced academic</p>

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

	success previously, have low self-esteem, and consider themselves unable to succeed. Most students improve their wellbeing and gain important life and work skills.
Conclusion:	Students who attend consistently complete a qualification or make improvements to their literacy and numeracy.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>In 2020, 12 Youth Guarantee students progressed to the level 2 building programme and seven of these progressed to further education. In 2021, 19 level 1 students progressed to the level 2 building programme and five level 2 students went on to further study. These are good outcomes considering the low entry level of most students and the constraints of Covid over this time.</p> <p>Employment outcomes dipped in 2020 and then improved in 2021. Positive outcomes are a result of individual learning plans developed together by the tutors and students, effective pastoral care for students and their whānau, support with curriculum vitae writing, job searches and providing transport to work interviews. Low nationwide unemployment rates also assisted students to get work.</p> <p>Intensive Literacy and Numeracy students raise their literacy and numeracy levels sufficiently to participate more fully in their whānau and communities, and to undertake training or gain employment. During 2019-21, Intensive Literacy and Numeracy students benefited from pathway planning. The inclusion of two modules – Ko wai au? (Who am I?) and He aha toku ara? (What is my pathway?) – have been a successful response to advisory group feedback.</p> <p>Intensive Literacy and Numeracy and Youth Guarantee students reported enhanced wellbeing and self-esteem, and that whānau have recognised many changes in them, including taking extra pride in themselves, being more helpful at home, and having a more positive attitude to life in general.</p>
Conclusion:	Individual tracking of student outcomes during and after study is used to analyse the value of outcomes for stakeholders and to

	inform improvements. Kershaw has the staff and systems in place to consolidate these improvements and to initiate and evaluate future plans to enhance student outcomes.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Stakeholder feedback gathered from students, whānau and community providers is analysed by programme tutors. It is used to guide discussion at staff meetings around the development of resources, updating assessment tasks, and adding content to programmes.</p> <p>The Youth Guarantee programme uses BCITO materials and assessments. It is well-structured in that students spend half their day on theory and the other half in the workshop, 'on the tools'. Students demonstrate application of skills and knowledge as they complete practical workshop projects, such as chopping boards and garden chairs. Students are keen to learn as they can see that a qualification will get them work and the ability to earn. Separate Intensive Literacy and Numeracy classes have contributed to Youth Guarantee student progress.</p> <p>Intensive Literacy and Numeracy students are assessed using the Adult Literacy and Numeracy Assessment tool at entry, after 100, 200 and 300 hours, or on exit. They are encouraged to approach the test as a way to gauge their progress, rather than something to fear. Gains have varied from year to year.</p> <p>Stakeholder feedback has led to the inclusion of cultural practices in the Intensive Literacy and Numeracy programme, which include karakia (prayer), waiata (song), kupu (word), whakatauki (wisdom) and purakau (story). Intensive Literacy and Numeracy students described their tutor as someone who 'encourages, praises, reprimands and teaches us'. This description expresses the personal qualities, effort and educational judgment required by tutors to work effectively with foundation students.</p>

Conclusion:	Kershaw's engagement with stakeholders is authentic and focused. It has led to improvements in programme design and delivery to better match the needs of students and employers.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Student support is comprehensive and continues once a student leaves for work or other opportunities. The sign outside Kershaw's premises reads, 'Welcome to the family'. Students experience a warm, inclusive learning environment where they can relax and build strong relationships with staff and other students. Student pathways and personal goals are established early. Transferable skills such as timeliness, appropriate language use, reliability and personal responsibility are all developed, in addition to skills gained from the programme of study. Flexibility and changes to goals are welcomed as part of a student's journey and serve as an indication that a student is taking increasing responsibility for that journey.</p> <p>Staff are highly accessible, approachable and fun. Within this context, students are still expected to work hard, make progress and be honest. The Hamilton premises are clean, bright and tidy. The workshop is fit for purpose and well-organised. Health and safety protocols are adhered to closely.</p> <p>Small Youth Guarantee classes with a maximum of 12 students per intake enable tutors to provide individual attention and instruction to students. Individual learning plans tailored to each student guide progress, which is regularly reviewed daily and more formally every six weeks. There are clear expectations and goals, and regular feedback on progress.</p> <p>Students are rewarded for good behaviour and engaging with their learning by shared lunches and out-of-class activities such as Waka Ama, movies and treasure hunts. The purchase of a new 12-seater van assists with student outings. The computer suite at Huntly has been upgraded, adding value for Intensive Literacy and Numeracy students. On-site pool and table tennis tables can be used in breaks from class, encouraging students</p>

	to stay on site, remain physically active, and socialise with each other.
Conclusion:	Student support is holistic. Any problems identified are addressed and appropriate action taken to reduce their impact on student achievement. The effectiveness of these interventions and Kershaw's understanding of the support needed by students is exceptional.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Governance and management model behaviours that empower each other, staff and students to strive for academic success and self-improvement. They work on the principle of 'no-one left behind', 'we are all family and help each other'. Tutors are committed to each other as both family and business partners. This collective goodwill provides a solid foundation from which students can confidently approach study and personal progress.</p> <p>All staff have appropriate experience, skills and relevant qualifications for their area of work. During Covid, Kershaw used the time to upskill staff and to ensure that the recommendations from the previous EER report had been met. Staff meeting discussions use the six key evaluation questions and relevant tertiary evaluation indicators as a framework for reviewing the organisation's activities. Staff found this approach useful and informative.</p> <p>The Intensive Literacy and Numeracy and Youth Guarantee programmes each have an advisory group comprising a current and former student, community providers, educators and industry representatives (employers and/or workers). Regular meeting schedules are still being embedded due to Covid disruptions. The organisation's Covid response was strong and targeted. Those students who could, studied online. Students with no devices, data-only phones and patchy wifi were delivered hard copies of materials to their homes. Whānau assistance included provision of food and other services.</p>

	External agencies, such as Youth Services, are used effectively to engage with the students, target support and maximise student achievement.
Conclusion:	The organisation's mission statement, 'Whakaako hei whakamana-Educate to Empower', was evident in practice. Changes to governance and management have refocused the organisation, are welcomed by all, and continue to be embedded.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Kershaw undertakes regular reviews of policies and procedures to ensure they meet legal and ethical requirements. Documents reviewed most recently have included The Employment Relations Act 2000, Health and Safety at Work Act 2015, Education Act 2020, Companies Act 1993, TEC Funding Conditions for Youth Guarantee, TEC Funding Conditions for Intensive Literacy and Numeracy, NZQA Rules (maintaining registration as a PTE) and the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 attestation. The Code ratings were discussed by all staff.</p> <p>The TEC audit close-out letter for 2020 confirmed that resubmissions of both the December 2019 and August 2020 enrolment and achievement data (SDRs) had been completed, with corrective actions taken; and that the resubmission of the 2019 Intensive Literacy and Numeracy report and 2020 progress report had also been completed. NZQA approval for the Building and Construction Skills programmes has been sought and approved. Credit reporting for the Youth Guarantee programme is compliant.</p> <p>NZQA is satisfied that Kershaw's governance team has taken any non-compliances seriously and understands how they occurred. Systems have been introduced to identify and prevent future non-compliances.</p>
Conclusion:	Kershaw's governance team is transparent about historical compliance issues. It has worked effectively to correct these

	and has introduced a bi-annual audit schedule to identify future non-compliances promptly.
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Focus Areas

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

2.1 Focus area: Intensive Literacy and Numeracy

Performance:	Good
Self-assessment:	Good

2.2 Focus area: Building and Construction Skills programmes

Performance:	Good
Self-assessment:	Good

Recommendations

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

NZQA recommends that K2 Corporation Limited:

- Further embed and consolidate self-assessment processes.
- Continue staff upskilling and professional development, in particular but not exclusively on NZQA and TEC requirements.
- Ensure that the management of compliance is shared across the governance team to consolidate understanding, accountability and accuracy

Requirements

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

Appendix 1

Table 1. Youth Guarantee – Building and Construction Skills programmes

Youth Guarantee Educational Performance Indicator data 2019-21									
Graduates	2019 target	2019 actual	% of ethnic group	2020 target	2020 actual	% of ethnic group	2021 target	2021 actual	% of ethnic group
Non-Māori/Pasifika	10	2/3	67	5	3/4	75	5	4/7	57
Māori	20	42/49	86	20	17/27	63	20	23/37	62
Pasifika	3	1/1	100	3	0/0	0	3	1/3	33
Numbers and completion rate	-	45/53	85	-	20/31	65	-	28/47	60

Table 2. Intensive Literacy and Numeracy programmes

Intensive Literacy and Numeracy gains data 2019-21												
Ethnicity	2019				2020				2021			
	No	%	Gains	%	No	%	Gains	%	No	%	Gains	%
Māori	61	85	47	77	46	84	31	67	45	88	29	64
Pasifika	5	7	5	100	2	4	2	100	0	0	0	0
NZ European	6	8	6	100	7	13	5	71	6	12	5	83
Other	0	0	0	0	0	0	0	0	0	0	0	0
Total	72	-	58	81	55	-	38	69	51	100	34	67

Data provided by K2 Corporation Ltd

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

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

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

- Identify organisational fraud²
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.

² NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 253(1)(pa) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including TITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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