

# Report of External Evaluation and Review

Regent Training Centre Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 31 October 2012

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MoE Number: 9840  
NZQA Reference: C08024  
Date of EER visit: 14-23 August 2012

# 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:	Regent Training Centre Limited (Regent)
Type:	Private training establishment (PTE)
Location:	Head office: Keays Road, Whangarei
Delivery sites:	Regent has seven sites: <ul style="list-style-type: none"><li>• Keays Road, Whangarei</li><li>• Maunu Road, Whangarei</li><li>• Morningside Road, Whangarei</li><li>• Ngararatunua, Whangarei</li><li>• Mill Lane, Kerikeri</li><li>• Portage Road, New Lynn, Auckland</li><li>• Neilson Street, Onehunga, Auckland</li></ul>
First registered:	1 December 1994
Courses currently delivered	Programmes currently delivered include: <ul style="list-style-type: none"><li>• Work Based Training</li><li>• Modern Apprenticeships</li></ul> Courses currently delivered include: Automotive, Computing, Teacher Aide, Intensive Literacy and Numeracy, Building, Panel Beating, Carpentry, Food Preparation, Welding, Hairdressing, Horticulture, and Retail and Tourism

Code of Practice signatory	No
Number of students:	Domestic: 346 trainees and 336 in Modern Apprenticeships, the majority of whom are male and Māori.  International: nil
Number of staff:	51 full-time equivalents and 16 part-time staff
Scope of active accreditation:	Regent has a large range of accreditations and consent to assess unit standards from levels 1-5. This includes programmes and qualifications that reflect the courses currently delivered.
Distinctive characteristics:	The majority of trainees are male and Māori, except for the Modern Apprenticeships programme, where the apprentices are male and European.
Recent significant changes:	There was a change in key funding outcome requirements in 2011 and continuing into 2012. This has resulted in a review of programmes and courses offered by Regent, and expectations of delivery and staff. A new programme of Work Based Training began in 2012.
Previous quality assurance history:	Regent was previously quality assured by NZQA in 2009 and met all requirements of the quality assurance standard in place at the time.  Moderation results over recent years have consistently met the standards required by NZQA and the relevant industry training organisations (ITOs).  A Tertiary Education Commission (TEC) audit in early 2012 identified that Regent was managing systems and monitoring processes to meet TEC requirements. However, Regent needed to ensure that the New Lynn site was adequately managed and its systems monitored.  A plan was subsequently submitted to the TEC and actioned.

## 2. Scope of external evaluation and review

A scoping visit was held at the New Lynn site in June between the director and management team and the NZQA lead evaluator. Following the meeting and review of the documentation provided by Regent, the following focus areas were identified for inclusion in the external evaluation and review (EER):

- Governance, management, and strategy

This is a mandatory focus area.

- Automotive

This course currently has 63 trainees across four sites. Automotive has the highest number of learners in Regent's Youth Guarantee funding stream and also includes Foundation Focused Training Opportunities (FFTO) trainees. This is the largest of the courses offered by the PTE.

- Modern Apprenticeships

There are currently 336 funded Modern Apprenticeships places in ten regions. Five ITOs are represented within these apprenticeships.

- Work Based Training

This programme currently has 55 learners, the second-highest enrolment of trainees, and is delivered at three sites. The programme attracts the bulk of Ministry of Social Development (MSD) funding under the Training for Work programme.

- Teacher Aide

This is the highest-level certificate offered (level 3) at three sites and has the largest number of trainees (currently 37) from FFTO funding.

This selection of focus areas has permitted a selection of funding streams, industries, and trainees. While conducting the EER, the evaluation team visited all six sites.

### 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 team of two evaluators visited Regent over three and a half-days. Stakeholder and further trainee interviews and document review continued over the following five days. At the completion of the EER, interviews had been held with the directors, corporate services staff, and all site managers. A number of tutors, coordinators, trainees, and apprentices involved in the focus areas were also interviewed. Employers and ITO representatives were interviewed face to face and via phone. A range of documents was sighted and reviewed.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Regent Training Centre Limited**.

The educational performance of Regent is good. Achievement of required course and programme outcomes is closely monitored and reviewed. There are limited benchmarking opportunities available externally and internally, although initial comparisons indicate a trend towards either meeting minimum funding-required outcomes or tracking close to them. This varies between courses. However, the director, management team, and tutors are all well aware of required and actual outcomes and there are strategies led from governance level and resourcing provided to address areas of potential shortfall. An external gauge of the educational performance of Regent is ongoing funding, and specifically an increase in Modern Apprenticeships places in the last two years funded by the TEC. In 2010 and 2011, the majority of the TEC's required outcomes for all funding streams and across courses and sites at Regent were met or exceeded.

As well as meeting the needs of funding stakeholders, courses and programmes at Regent met the most important needs of trainees and apprentices. Trainees value the work experience opportunities and development of their skills and knowledge toward gaining employment. Most trainees have increased confidence in gaining employment, although there are inconsistencies across Regent's sites and programmes. The organisation has put new processes in place to manage lower-performing programmes and sites. These processes are being closely monitored for effectiveness.

Leadership of the PTE in this period of transition has been effective. The organisation takes a proactive approach to understanding the funding environment and is committed to making changes within the PTE to ensure responses are effective.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Regent Training Centre Limited**.

Self-assessment is purposeful, generally effective, and organisation-wide. Regent has some rigorous formalised processes used consistently and effectively in the key areas of trainee and apprentice achievement and governance and management. These are complemented by much wider use of informal, mostly individual processes that together provide regular, reliable feedback. Taken as a whole, self-assessment at Regent is comprehensive and effective.

Regent conducted a review of its structure and management in 2011 based on internal indicators including staff changes, review of past achievement performance data, changes in external funding and requirements, and preparation for the EER. This resulted in changes at all levels, from management and tutor roles and functions, to delivery of courses and programmes. The changes have been implemented and feedback on their effectiveness has mostly focused on the priority areas of achievement outcomes and communication. There is evidence of improvement in both these areas; for example, new processes and systems are in place to monitor and report achievement, new activities have been introduced to receive trainee feedback, and improved avenues for communication between Regent staff are being utilised. These new approaches are providing Regent with good feedback. To date, not all of the many changes have been reviewed to validate their effectiveness. A planned approach to monitor the changes would ensure they continue to provide useful and authentic information.

The quality and validity of the self-assessment information is generally good, although there are areas where quality and validity could be strengthened, such as gathering external stakeholder feedback, conducting needs analysis, and validating the support and guidance of trainees to ensure Regent continues to meet the needs of all trainees.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

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

Achievement outcomes are determined by key stakeholders: the TEC, MSD, and ITOs. These required outcomes form the basis of external benchmarking for Regent's courses and programmes. Governance and management at Regent is aware of the courses and programmes within each funding stream that are high performing, improving, or performing less well. Internal benchmarking includes comparison of courses within the same funding stream and across sites.

Achievement data is reported and reviewed at monthly management meetings, and there are robust processes around ensuring the validity of data collected. All staff have an understanding of individual and course or programme key achievement outcomes in their relevant areas. Analysis of achievement occurs at all levels of the organisation and staff are well aware of expectations, how trainees are progressing, and achievements to date. There is evidence that changes have been made to courses as a result of analysis, such as a review of courses offered, their content, and identified tutor skills.

Overall, these are very good systematic and rigorous processes. However, in one of the funding streams there are learner outcome requirements of less significance such as literacy progress, credit achievement, and attendance. FFTO programmes have a slightly different process which is not as thoroughly reviewed.

Learners on the Automotive courses are funded through Youth Guarantee and FFTO. This is Regent's first year of delivering Youth Guarantee courses and is a transition year where youth aged 16 and 17 years attend courses for 48 weeks and are required to achieve a minimum of 40 credits. Credit achievement and attendance are monitored and the year to date indicates that, overall, Regent is tracking below the required outcomes. This is in part to be expected at this mid-point in the year, with rolling enrolments and the lag between delivery, assessing, and reporting results.

FFTO-funded courses within the scope of this EER include the Automotive and Teacher Aide courses. Regent first engaged in these 26-week courses in 2011. This funding stream requires a number of achievement outcomes to be met; trainees predominantly gain employment or go on to further training. Achievement to date for the Automotive and Teacher Aide programmes has varied between sites.

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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.

In 2011, for all FFTO courses offered, three of the four regions met or exceeded the minimum requirements set by the TEC. In 2012 to date, two of the four sites for all FFTO courses are tracking well, including the underperforming site in 2011. Two sites are tracking less well. Overall, it is too soon for Regent to accurately gauge the potential outcomes for Automotive and Teacher Aide courses because of the nature of the funding contract, i.e. employment must be sustained for a minimum of 91 days before being considered a completion. Therefore, results for the first group of trainees for 2012 will not be confirmed until September 2012.

Work Based Training commenced in 2011 as a transition year for Regent. This programme is funded by MSD and requires Regent to support trainees in a Work Based Training programme to gain employment at the end of 13 weeks. In 2011, two of three sites offering Work Based Training exceeded the minimum required outcomes. Regent's own figures for 2012 to date are still to be confirmed by MSD, but indicate that two sites are meeting the expected outcomes, with another tracking slightly below. Overall, because of the short duration of the Work Based Training course, and being just over half-way through the year, it is too soon to know the outcomes. However, all indicators are that results are tracking close to or exceeding the minimum requirements of MSD.

Regent has been involved in the Modern Apprenticeships programme for ten years, and coordinators have a role in supporting apprentices through to completion within each ITO's requirements. Completion may take up to four years, and Regent needs to ensure that all apprentices gain a minimum number of credits annually. Apprentices' successful completion can only in part be attributed to Regent. Employers, mentors, and the relevant ITO all contribute to final outcomes. All indications from Regent's records, and ITO and TEC tracking, are that those apprentices engaged with Regent's coordinators are in the main working steadily toward completion of their apprenticeship. Over ten years the required outcomes have been exceeded. This is evidenced specifically by the increase in TEC funding and number of approved places in 2012.

In 2010 and 2011, Regent met or exceeded the majority of outcomes required by the TEC. In 2011, and continuing into 2012, significant changes to the external funding requirements have seen Regent respond with changes to the delivery of all courses. Learner achievement is being tracked, monitored, and reviewed, and strategies have been implemented to respond to any area tracking below expectations. This demonstrates an ability and commitment to proactively meet achievement requirements. At this point in the year, it is too soon to have a clear indication of overall trainee achievement across the organisation for 2012.

## 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 Adequate.

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

Trainees in the Work Based Training programme (Automotive and Teacher Aide courses) identified valued outcomes as gaining employment or staircasing into further training, leading to a better future and becoming financially independent.

Regent's processes for monitoring outcomes valued by its stakeholders include student surveys, regular trainee meetings, monitoring course achievement data, and informal feedback processes with industry and community stakeholders. These processes do not fully capture the range of trainee and stakeholder-valued outcomes. However, there is evidence that trainees are gaining new knowledge and skills in job-seeking, and becoming work-ready; a number have already moved on to employment. Trainees state that since attending Regent they are more confident that they will find employment in their chosen fields.

Other outcomes that students value include being motivated to get out of bed and having something useful to do with their day, learning, punctuality, reliability, and personal presentation. Trainees all spoke of the positive relationships they had developed with their peers on the course. An initiative at one site involves raising funds so that all trainees can work towards having a complete Automotive toolkit at the end of the course, enabling the trainee to continue to practise the skills learnt.

The opportunity for some trainees to participate in workplace experience is viewed as offering the most value. Some trainees recognise that they would previously have been anxious participating in a workplace, but the experience has opened avenues and their own awareness and improved their confidence. Not all trainees have work experience available to them; the opportunity is dependent on trainee and tutor contacts and sector relationships. Workplace experience works well for some course at some sites, but not at others. Regent needs to consider how this highly valued activity might be made more widely and reliably available to all trainees.

Relationships with industry stakeholders are through individual tutors or coordinator relationships. There is a reliance on these personal and professional connections, some of which have been developed over time. Regent has recently begun to develop formal stakeholder relationships to gather information from industry for the purpose of understanding the value of the courses currently offered. This is a very new initiative and does not incorporate all courses or sites. Feedback from past trainees is not formally sought. Robust engagement with external stakeholders and further developing methods to gather primary evidence of the value of Regent courses and programmes would strengthen the anecdotal and informal information Regent relies on and would also support access to current industry knowledge.

The key outcome for apprentices in the Modern Apprenticeships programme is the opportunity to work in the industry while progressing toward a qualification in a trade that validates their learning. Employers who train apprentices have real satisfaction in assisting in the development of each apprentice. Employers are motivated to ensure that good practices in their industry are maintained through quality and competent apprentices gaining a qualification.

Overall, it is clear that Regent is producing a range of outcomes valued by trainees, apprentices, and other stakeholders. There are a number of formal processes for reliably and accurately monitoring outcomes, and some less comprehensive formal processes that provide limited information. Informal processes are reliant on individual staff relationships. Regent would benefit from gathering feedback from graduates and community and industry stakeholders in order to ensure the training provides valued outcomes for all.

### 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 **Adequate**.

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

Within the Automotive and Teacher Aide courses there is an expectation that an organisation-wide process will be used to enrol trainees. However, needs analysis and guidance of prospective trainees into courses occurs differently at each of Regent's sites and at the introduction for each course. Some processes are occurring reliably and are comprehensive enough to ensure trainees are well informed and assessed to ensure the best course option is chosen. However, this practice is inconsistent. Misunderstandings have resulted from trainee expectations of course content and structure, and specifically around anticipated outcomes, which do not match actual outcomes. For example, some Teacher Aide trainees expect to gain a job as a teacher aide or to staircase into university for teacher training, and a number of Automotive trainees anticipate gaining a Modern Apprenticeships or a job in the automotive industry. Not all of these expectations can be met for all courses.

Regent needs to be very clear in the enrolment and introduction process that all trainees understand exactly what the outcomes and expectations of the courses are, so there is an opportunity for trainees to ask questions and make an informed decision at the time of enrolment.

Individual learning plans that include the goals of trainees and provide an opportunity to review progress are developed for Regent trainees in some form. Formal written plans developed between tutor and trainees are monitored regularly and are appreciated by the students who are able to track their progress. Tutors use them to identify learning needs and progress and to help trainees meet

learning targets. Although these and more informal processes work well to support most trainees, learning plans are not consistently developed and monitored across Regent, running the risk of some students' learning needs going undetected.

In literacy and numeracy, Regent provides support services for the trainees, and some tutors help their students take full advantage of this support by early detection of literacy needs. For example, in Kerikeri the site administrator assesses literacy prior to enrolment, and the Automotive tutor also uses a number of literacy and numeracy assessment tools to identify students with literacy support needs. Together, these processes ensure trainees receive appropriate support at the earliest possible time. Greater consistency in assessing student learning needs across Regent would provide early detection of needs for every learner.

Both the Work Based Training and Modern Apprenticeships coordinators work autonomously. The level of engagement and types of activities offered vary and are flexible depending directly on the ability of the trainee or apprentice to meet requirements. Skills and knowledge development are clearly a focus in both programmes.

The Work Based Training coordinators each have their own individual process to carry out a thorough needs analysis and create an individual plan for each trainee to work towards gaining employment. This is an informal process relying on the personal knowledge and expertise of the coordinator. The evidence of the effectiveness of the needs analysis is measured in relation to each coordinator achieving the required outcomes set by the funder. Regent may benefit from having its own review process to assess the effectiveness of the coordinators' individual processes and how they are contributing to the desired employment outcomes. This is important as Work Based Training is a new programme and most coordinators, although very experienced, are new to Regent.

The Modern Apprenticeships coordinators also have an autonomous role in ensuring the requirements of each ITO are met, including successful completion of unit standards over the term of the apprenticeship. There are robust systems and processes that track and monitor all requirements of the apprenticeship. The frequency of engagement of the coordinator with apprentice and employer is determined largely by the apprentice's progress, often well beyond the four visits required annually. Each visit is purposeful and addresses the needs of the apprentice at the time, such as providing support with assessments and workbooks, or discussing workplace issues. Occasionally, some coordinators will offer a night class when they identify a need in a group of apprentices. This is often provided voluntarily by the coordinator at no cost to the trainee, for the sole purpose of ensuring success or reinforcing aspects that apprentices are struggling with.

The coordinator role in Modern Apprenticeships is a vital interface between Regent, the apprentice, the employer, and the relevant ITOs. There is very limited engagement of any kind with other Regent staff or management. Employers the evaluators interviewed were very happy with the Regent coordinators; however, some had previous experiences of dissatisfaction which mostly went unresolved.

Employers were not aware of a complaints process and Regent does not gather feedback from employers or apprentices about their experience of the coordinator. Regent would benefit from considering how to ensure modern apprenticeship programmes are actually meeting the ongoing needs of these stakeholders.

#### 1.4 How effective is the teaching?

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**

Regent's tutors and coordinators are well qualified and have life experiences they identify as enhancing their ability to engage with apprentices and teach trainees effectively. High trainee satisfaction with the tutors and generally good student outcomes provide evidence of the effectiveness of most tutors.

Previously, the primary focus for tutors was on delivering training and education towards achieving credits and qualifications, and developing pathways to further study. During 2011 and 2012 this focus shifted towards employment outcomes and now requires a different skill-set to enable tutors to support trainees to achieve. This has heralded a significant change in the role and title of many tutors at Regent. The organisation is responding at governance and management level by endeavouring to monitor, review, and respond to changes in the sector and provide support to help many existing staff make the transition. Support is generally on an individual level and mostly provided in-house.

A number of assessments and materials are purchased for use and some courses such as Automotive are looking to develop their own new standards and assessments. Resourcing for this at governance and management level has been considered and planned for. Clear processes for internal pre- and post-moderation are in place and cluster groups within Regent regularly moderate assessments and review teaching materials and the curriculum. NZQA and ITO external moderation results indicate that Regent is assessing reliably to the national standard across courses, including the applicable ITO standards.

Regent uses a number of processes to regularly monitor the effectiveness of its teaching. The most effective of these are regular review of achievement data, biannual student surveys, and fortnightly trainee class meetings which are valued by students as an opportunity to discuss any issues and ask for changes and additional resources. Achievement data is monitored on a monthly basis, providing very regular feedback and early warning of any teaching and learning concerns. The student survey has a range of relevant questions designed to gather useful information and is conducted twice a year. There is evidence that Regent has used feedback from the review of achievement data, from surveys, and from class meetings to make changes and improvements. Student surveys collect information on tutor performance which is collated and fed back to trainers via site administrators who work with the tutors to improve any teaching issues identified in

the feedback. There are clear examples of where Regent management, having identified a pattern of poorer-than-expected student achievement for a particular programme or tutor, has worked with the relevant tutor to identify issues and support them to lift achievement. Regent is using the review of achievement data and class meetings effectively and consistently. There are some minor inconsistencies in the implementation of the student survey across courses and, as it only occurs twice a year, a number of trainees do not have the opportunity to participate and feed back in this medium.

Additional processes to help ensure teaching is effective include an eight-weekly review, peer review practices, and weekly self-reflection for tutors. These processes are not yet well established or consistently understood or utilised by the tutors. For example, some tutors understood the eight-weekly review as a review of each student's progress to be undertaken with the student, while others thought it was a review of their own progress as trainers. Regent recently attempted to assess the effectiveness of the weekly self-reflection at one site. However, there were insufficient responses from staff to enable any conclusions to be reliably drawn. Regent would benefit from a more comprehensive review of these additional processes to ensure they are useful, for example in validating improved performance or identifying the support tutors need to develop their practice.

## 1.5 How well are learners guided and supported?

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 **Adequate**.

Regent provides a small budget to Automotive, Teacher Aide, and Work Based Training tutors and coordinators who can use the funds at their own discretion to support trainees in a variety of ways to improve their likelihood of gaining employment. The most common examples include: assistance towards gaining a driver licence, first aid certificate, Site Safe Certificate, and Licence Controller Qualification. Some of these costs can be reimbursed by the funder, but this has no bearing on which trainees are selected to receive this assistance

For all Regent courses, support is provided on an ongoing, as-needs basis. Trainees and apprentices report being well supported and evaluators heard examples of support that encourages participation in courses and prepared trainees for interviews and employment. For example, Regent provides transport to each site and home again with dedicated vehicles and van drivers who often travel into rural areas to collect a trainee, ensuring that transport is not a barrier to learning. Auckland-based trainees are able to use Regent's hairdressing facilities to prepare for interviews. Overall, Regent is providing very good support that benefits trainees in a very real way towards their goal of employment.

Modern Apprenticeships and Work Based Training coordinators phone their trainees and apprentices after hours and in weekends to provide prompting and encouragement. Coordinators often act as mediators and mentors. Being able to support and encourage both the apprentice or trainee and the employer is essential to maintaining communications and working relationships which can help to manage any difficulties that arise. The evaluators heard examples of where an employer had decided to terminate the employment of an apprentice, but additional support to both parties enabled the apprentice to remain in employment and successfully complete the qualification.

Support and guidance at Regent is good, although the processes to understand the pastoral care needs of trainees and apprentices lie with individual tutors and coordinators. There is no overarching support and pastoral care provision across the whole organisation. This means that the appropriateness and quality of support offered is mostly reliant on the personal resourcefulness, availability, and engagement of each tutor or coordinator. All tutors and coordinators are genuinely concerned for the welfare of trainees; however, depending on caseload and achievement targets, some are too busy or cannot provide the level of support they would like to. Others continue to provide additional support in their own time; this is very generous and indicates the level of commitment of some staff, but is not necessarily sustainable.

Regent is aware that trainees who participate in their courses are identified as having high needs by Work and Income, but Regent has not undertaken any formal review of its pastoral care practices. Existing processes are showing evidence of effective support of learners, but Regent lacks a process that ensures tutors and coordinators have the abilities and resources to provide ongoing and sustainable support and guidance to the learners.

## 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**.

The governance and management structure at Regent is effective. This is evidenced by its ability to respond to significant external funding and requirement changes and internal challenges such as changes in key staff positions. Directors are in regular communication, and there are sound management systems in place to ensure financial viability and strategies to support the development of the business.

The Regent director is proactive in the role and the organisation has a comprehensive operation that utilises contractors for specifically identified reviews and expertise in areas such as human resources and information technology as required. The director and the management team keep themselves up to date with

changes in the tertiary education sector through liaison with other PTEs, professional groups, and political contacts. Information is reliably communicated to all staff via the management meetings and site administrators.

Part of Regent's genuine attempt to improve its ability to respond to the changing external environment was to commission a comprehensive independent review of the structure and management of the organisation, which identified areas to be developed. As a result, a number of changes in structure, communication processes, achievement reviews, and upskilling of staff have occurred. Given the recent implementation of some of these processes, not all have had their effectiveness reviewed. Data and achievement monitoring and validating the effectiveness of the restructure have been prioritised and there are clear improvements in the understanding of achievement at all levels of the organisation. A large amount of resource has gone into implementing the areas identified as needing improvement, such as significantly upgrading the student management system and developing a tutor management system. Overall, Regent has reasonable resources available for staff and trainees except in the Automotive programme where some facilities and equipment, such as internet connection and speed, could be improved.

A new approach has begun to connect with iwi in mid-Northland in an attempt to give a voice to the community. The site coordinator in Kerikeri is beginning to consult and develop iwi relationships. This is important as most Regent trainees identify as Māori and currently there are no specific strategies or supports to ensure tutors and coordinators work effectively alongside these trainees.

During 2011 and 2012 there have been changes in course delivery, including a focus away from achieving qualifications to gaining employment or moving on to further study. The director and management have tried a variety of strategies to support and encourage tutors in particular in this transition. Tutors' and coordinators' experience of support and feeling valued varied. Communication from management was reported as a key issue in staff satisfaction; a recent wānanga held earlier this year was repeatedly cited as a rare but very valuable opportunity for all levels of staff to get to know each other and give input into developments at Regent. Positive feedback about the success of the wānanga highlights the importance of continuing to operate effective communication in order to maintain staff satisfaction and remain connected as an organisation in this transition phase.

The director and management team have been attempting to manage a number of competing priorities this year, such as the restructure and changes in course delivery and required outcomes. One observation made by the evaluation team is that the Modern Apprenticeships course appears to operate in isolation from the other courses. While individual courses and programmes are addressed well, and there is now a sharing of ideas between sites within the same courses, they are not necessarily connected across the organisation so as to facilitate the sharing of ideas, resources, and opportunities for trainees. For example, an Automotive

trainee in Whangarei who wanted to obtain an apprenticeship knew nothing about the requirements for entry into Regent's Modern Apprenticeships programme. Gaps such as this need to be addressed at the governance and management level so that resources can be maximised for trainee success. Other areas where there may be scope to consolidate across the organisation include pastoral care and literacy support for students, educational knowledge, and support for tutors.

Governance and management at Regent is generally strong and has a primary and clear focus on trainee outcomes. The director and management team are flexible in the changing funding environment and provide direction and support for Regent's educational achievement.

## 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: Automotive

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

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

The self-assessment rating for this focus area differs from that in section 1.1. Although there are a number of rigorous formalised processes used consistently and effectively in the key areas of trainee achievement and effectiveness of teaching, there are further potentially useful activities that are not consistently implemented or reviewed. These include needs analysis at entry and during the course, including the literacy and pastoral care needs of trainees.

### 2.3 Focus area: Modern Apprenticeships

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

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

The educational performance rating for this focus area differs from that in section 1.1 as Regent has a pattern of delivering and meeting the required outcomes of Modern Apprenticeships over a number of years and received an increase in funding and placements for the previous two years. The value of the outcomes for the apprentices and employers is clearly strong, with an ongoing relationship of up to four years with apprentices and longer with employers. The valued outcome for apprentices is the opportunity to work in the industry while progressing towards a qualification in a trade that validates their learning.

## 2.4 Focus area: Work Based Training

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

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

The educational performance rating for this focus area differs from that in section 1.1 because Regent's Work Based Training is generally exceeding the minimum required outcomes, and the outcomes are highly valued by trainees.

In 2011, two of three sites offering Work Based Training exceeded the minimum required outcomes, with one site not meeting the minimum requirement. Regent's own figures for 2012 to date are still to be confirmed by MSD and indicate that two sites are meeting the expected outcomes, with another tracking slightly below. The value of the outcomes for trainees is high. Generally, there are reliable workplace experience opportunities, and in less than 13 weeks trainees gain employment contacts and develop or fine-tune their pre-employment skills. Most trainees anticipate finding employment by the end of the course. The adequate rating in self-assessment is influenced by the lack of formal engagement with stakeholders or processes to receive feedback and validate the perceived value of the course. This is important as the programme and most coordinators are new to Regent.

## 2.5 Focus area: Teacher Aide

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

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

The self-assessment rating for this focus area differs from that in section 1.1. Although there are a number of rigorous, formalised processes used consistently and effectively in the key areas of trainee achievement and effectiveness of teaching, there are further potentially useful activities that are not consistently implemented or reviewed. These include needs analysis at entry and during the course, and the individual learning plans and pastoral care needs of trainees.

# Recommendations

In addition to those recommendations implied or expressed within the report, NZQA recommends that Regent:

- Continue development in the collection of primary data for self-assessment, from external stakeholder groups and the community
- Continue to review self-assessment activities in a planned manner.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.*

*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 programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.*

*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 EER process 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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