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# Report of External Evaluation and Review

Regent Training Centre Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 1 July 2016

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# Purpose of this Report

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

## Introduction

### 1. TEO in context

Name of TEO:	Regent Training Centre Limited (Regent)
Type:	Private training establishment (PTE)
First registered:	1994
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>• Pipiwai Road, North of Whangarei</li><li>• Mill Lane, Kerikeri</li><li>• Portage Road, New Lynn, Auckland</li><li>• Neilson Street, Onehunga, Auckland</li></ul>
Courses currently delivered:	Programme accreditations and approved Training Schemes: <ul style="list-style-type: none"><li>• Building and Construction (levels 1-2)</li><li>• Computing level 3 (level 3)</li><li>• Computing and Administration level 2 (level 2)</li><li>• Hairdressing (level 3)</li><li>• Hospitality (Food Preparation) (level 2)</li><li>• Motor Industry (Foundation and Entry Skills)</li></ul>

(levels 1-2)

- Motor Industry Foundation Skills (Collision Repair) (levels 1-2)
- New Zealand Certificate in Forest Industry Foundation Skills (level 2) with strand in Pruning (level 2)
- Vocational Pathway (NCEA level 2)

Code of Practice signatory: No

Number of students: 279 learners enrolled at time of the external evaluation and review (EER) – 65 per cent Māori and 23 per cent Pasifika learners

International: nil

Number of staff: 49 full-time staff, 20 part-time

Scope of active accreditation: <http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=984014001>

This scope includes programmes and qualifications that reflect the courses currently delivered.

Regent Training Centre is approved, with provision under the Youth Guarantee funding scheme in 2016 for 167 EFTS (equivalent full-time students). It is also funded by the Tertiary Education Commission (TEC) to deliver focused literacy and numeracy teaching under the Intensive Literacy and Numeracy fund (236 places). Regent also has funding from the Ministry of Social Development for Training for Work provision across all sites.

RTC hold an ever decreasing Modern Apprenticeships (MAs) contract with TEC. At the time of the EER it had a contracted number of 91 MAs, who are expected to complete by 2017.

Distinctive characteristics: Regent's primary focus is on providing opportunities for the unemployed and for at-risk and disengaged youth, and provides targeted programmes and literacy and numeracy services at campuses in Auckland, Whangarei and Kerikeri. Regent has a low learner-to-facilitator ratio, and provides training in West and South Auckland, and rural provision in the Far North. The PTE is

responsive to industry and community needs. The majority of trainees are male and Māori.

Recent significant changes: Since the last EER in February 2012, Regent has undergone significant review and change. The illness of two crucial staff left a significant gap in leadership and the overall smooth running of the organisation for some of the 2013/2014 year when the organisation was transitioning to Youth Guarantee-funded programmes. Recognising this, the governance and management team has responded and now has in place processes that will allow it to push for a successful, sustainable business, able to manage risk appropriately and take advantage of opportunities.

An extra team member was added to management tasked with implementing self-assessment to all areas of the organisation. In 2014 and 2015 the review of Regent in line with the updated vision and strategy was led by the director and his new management team.

As a result of significant changes that have occurred between 2013 and 2014 in Regent funding and delivery, Regent has been undertaking a full review of its quality management system, Regent's staff and structure, and student management system capabilities to allow for increased accountability. This has resulted in extending the governance team and creating a new management team that has the authority of governance to strategically plan and implement changes.

Previous quality assurance history: In the 2012 EER, NZQA was Confident in Regent's educational performance and Confident in its capability in self-assessment. The report had the following recommendations:

- 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

In 2014 a NZQA validation visit was undertaken. The findings from the visit were deemed to have a satisfactory resolution as per NZQA letter dated

June 2014.

Regent was successful in having two New Zealand certificates approved by NZQA in 2015.

Moderation results from all the relevant industry training organisations show that Regent met the standards required for two of the three industry training organisations (eight of eight unit standards). For the other industry training organisations, Regent assessor judgements met the national standard for six of 11 samples, with the other five requiring modification.

NZQA moderation results show core generic and business administration units meeting NZQA standards, but four literacy and numeracy unit standards did not meet moderation. Regent has submitted an action plan to NZQA which has been accepted. Updating work has been undertaken on these unit standards.

## 2. Scope of external evaluation and review

A scoping visit was held at the New Lynn site in February 2016 with the business development manager and the NZQA lead evaluator. Following the meeting and review of the self-assessment documentation provided by Regent, the following focus areas were identified for inclusion in the EER. These focus areas will provide sufficient depth and breadth for the evaluation and represent all Regent training opportunities available at all sites covering:

- Training for Work

Regent has contracts with Ministry of Social Development regions in Auckland, Whangarei and the Far North to obtain employment outcomes for high-risk, long-term beneficiaries. This programme has a large number of clients enrolled.

- Youth Guarantee

Students are gaining National and New Zealand certificates, with provision under the Youth Guarantee funding scheme.

- Intensive Literacy and Numeracy

Regent is funded by the TEC to deliver focused literacy and numeracy teaching under the Intensive Literacy and Numeracy fund (236 places). There are no formal qualifications gained by learners under this scheme.

- Governance, management, and strategy

This is a mandatory focus area.

This selection of focus areas has permitted a selection of funding streams, industries and trainees.

### 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 three days at two of the organisation's sites in Whangarei and Auckland. The EER included interviews with the director, the management team, a member of the Taumata Tauwhiro group, site managers and co-ordinators, the student support team and the majority of all teaching staff across all sites. The many students interviewed were representative of all three funded programmes. Employers, community representatives, and Ministry of Social Development staff were interviewed by phone.

A range of documents were reviewed before during and following the EER, including: documentation pertaining to the academic and management activities of the PTE including meeting minutes and reports; strategic review and planning documentation; internal and external moderation reviews; learner evaluation feedback; achievement data; meeting minutes; quality assurance documents; a student handbook; and various other data documents.

# Summary of Results

## Statement of confidence on educational performance

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

Since the previous EER in February 2012, Regent has undergone significant review and change. From 2015, as a result of illness of the then managing director, the current managing director – who has been with Regent since its inception, but until recently had minimal involvement – has taken a more direct role at Regent. Last year the incumbent managing director and a new leadership team completed a comprehensive review of Regent to assess its current state and set its purpose and strategic goals.

As a result of the review, the organisation has a clearer purpose and direction, with transparency around the quality and type of training offered and the division of roles within the organisation.

As with the previous EER, achievement outcome targets are determined by key stakeholders: the TEC and the Ministry of Social Development. The required outcomes form the basis of external benchmarking for Regent's courses and programmes. In 2014 Regent mostly met its TEC targets for course and qualification completion rates for learners and has been improving its educational performance indicator outcomes at a faster rate than some other PTEs. This was demonstrated by their ranking change from 99 to 76 in 2014 for course completions and 79 to 50 in 2014 for qualification completions.

Regent has made a gains over the last two years (2014/2015) in overall Youth Guarantee performance for course completion (58 per cent to 62 per cent) and qualification completion (54 per cent to 58 per cent). The unconfirmed 2015 provisional figures were both above the TEC average expected outcomes of 60 per cent and 40 per cent. Further analysis by Regent would indicate how many students gained all the qualifications relative to the whole programme of study, or describe the impact of students gaining multiple qualifications on the completion rate reported.

The Intensive Literacy and Numeracy programme learners showed increases in their reading and writing skills and even greater improvements in well-being and confidence. Improvement in the take-up of the Intensive Literacy and Numeracy fund in the Northland programmes from 97 per cent to 99 per cent is good for the learners and community. This is a result of Regent staff working closer with learners and key stakeholders and understanding their needs.

Retention for 2014 was good, with a figure of 57 per cent overall, which was above the sector median of 54 per cent and unconfirmed figures are showing an increase in 2015. This benefits the learners and other key stakeholders by providing continuity of learning and ensuring better outcomes. The overall figure does not



identify those sites or subjects with low retention, and these are yet to be identified fully and reviewed.

Training for Work employment outcomes are known. There are some good outcomes, with the Auckland site performing above the expected outcomes set by the Ministry of Social Development for both medium and high-risk participants. The current work placement ratio is 67 per cent compared with the required 50 per cent.

Management and teaching staff have a clear understanding of the profile of their students as particular groups and as individuals. As a result, the courses and teaching are structured to ensure learning takes place using real-world resources allocated to support the structure and function of Regent.

Māori and Pasifika make up a large percentage of Regent learners. In 2015 Regent had an increase in enrolments as a result of actively marketing to prospective learners who identify as Māori and/or Pasifika and are disengaged from learning. Gains in course completion and qualification achievement for young Māori in 2015 rose from 55 to 60 per cent. Recently, Regent has engaged Taumata Tauwhiro, an external Māori advisory group, to advise on meeting the needs of Māori across all aspects of teaching and learning. At this time, the evidence is showing that needs are being met, but definitive data is yet to be gathered and confirmed.

As well as meeting the needs of funders, courses and programmes, Regent meets the most important needs of trainees. It does this by meeting their initial enrolment goals to gain qualifications and employment, improve their well-being, abilities and attributes and contribute positively to their whānau and local communities. Trainees advance through the pathways of Youth Guarantee and Intensive Literacy and Numeracy to further training, with some moving to the Training for Work programme in preparation for gaining employment.

## Statement of confidence on capability in self-assessment

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

Regent is focused on the development of its self-assessment capability. For example, in 2015 the managing director and management team recognised that their present self-assessment process had limitations and needed greater accountability and a comprehensive tool to ensure that accountability. This resulted in the new student management system which, when fully operational, will ensure tighter processes around capturing and regularly reporting learner outcomes and noting trends within the courses offered. Until early last year there was often intuitive use of what was seen and heard to drive the accountability of staff and the organisation and (not always) intentional use of data to inform and make decisions. Better information will be an important tool for achieving higher levels of accountability.

Improvements have been made to systems and processes and their evaluation as a result of the review (with some still in the implementation stage) in the following areas of the organisation:

- Staffing structure and lines of responsibilities
- Recruitment, succession planning and marketing
- Programme curriculum, delivery and review methods
- Academic processes
- Personal development and training
- Administration processes including a new student management system and quality management system
- Organisation-wide stakeholder engagement
- Accountability and responsibilities of all staff
- Performance measurement

Over the three days of the EER the evaluators saw evidence of the changes outlined above that are either embedded or are in progress. They also saw evidence of how the changes made to date have had a positive impact and have brought about worthwhile improvements to staff motivation, learner satisfaction and outcomes.

The evaluators saw some good examples of self-assessment as a result of capability development, although much is in its early stages. Examples include:

- Clarity around roles and responsibilities was evident across most subject areas, although 'across-sites' templates are yet to be used to ensure consistent delivery, assessment and review and some staff are yet to currently have an appraisal.
- As well as working on a new student management tool, Regent plans to overhaul its website, and is in the process of strengthening internal moderation processes.
- The overall retention figures identify those sites or subjects with low retention. Some interventions have been put in place to address priority areas, e.g. Kerikeri pass rates have increased steadily.
- Regent evaluates its programmes, staff and learners and is using findings to make improvements, as evidenced later in the report.
- Regent supports the ongoing close working relationships with stakeholders that have led to collaborative ventures with local schools, industry and businesses.

Self-assessment is generally strong across the organisation. This report identifies a number of key areas where self-assessment information requires strengthening or requires further collation, disaggregation and analysis to identify site and learner trends. For example, while the evaluators did see good evidence of reflective practice bringing about worthwhile changes, they were unable to sight full information

demonstrating how well the Youth Guarantee qualification completions were understood. Three qualifications can be achieved in some Youth Guarantee subjects, but the impact of this is unclear. It remains to be seen how well Regent uses the new student management system to capture, analyse and understand achievement information. More robust self-assessment practices would give a fuller understanding of educational performance across the organisation.

# 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 **Adequate**

As with the previous EER, achievement outcome targets are determined by key stakeholders: the TEC and the Ministry of Social Development. The required outcomes form the basis of external benchmarking for Regent's courses and programmes.

Significant gains in Youth Guarantee have been made to course, qualification, pathway and retention outcomes in 2014 and again in 2015 for course completions (Table 1). Regent notes that the reasons for this improvement over the last two years are a result of closer monitoring throughout the year, improved programme structures and effective professional development.

**Table 1. Course Qualification, pathway and retention outcomes from TEC (for all programmes)**

	2012	2013	2014	2015*
Course completions	26%	24%	51%	58%
Qualification completions	24%	26%	57%	51%
Higher-level study	NA**	NA	67%	TBA
Retained in study	NA	NA	57%	TBA
Young Māori learners' course and qualification completions	NA	NA	55%	60%

\*2015 results are provisional and unconfirmed and are Regents own figures at this time.

\*\* Figures not available

The management team has assessed site achievement data. The Youth Guarantee and Intensive Literacy and Numeracy performance results from the Kerikeri campus are not as high as required. These low results are long term and systemic. A thorough investigation into the reasons for this was undertaken and resulted in a pilot Tikanga initiative.

The evaluators saw and heard evidence of carefully managed pathways for Youth Guarantee students and intensive Literacy and Numeracy students to other training or the Training for Work programme. Care is taken with those Youth Guarantee

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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.

students who, when assessed, are transferred to the literacy programme to increase their literacy and numeracy skills before attempting subject learning. Their progress is being followed carefully.

Training for Work employment outcomes are known but not fully documented to show evidence of length of stay on the course, employment outcomes and length of employment at each site. Regent is third on the outcomes ranking of over 20 other providers for Training for Work in Auckland, which is positive.

The evaluators were unable to sight information demonstrating how well qualification completions were understood in the Youth Guarantee area, as three qualifications can be achieved in some subjects. Regent is not yet able to describe the impact of students gaining multiple qualifications on the qualification completion rate reported. No collation or analysis of how many or which students gained all three qualifications has been undertaken. It remains to be seen how well Regent uses the new student management system for capturing, analysing and understanding achievement information.

The full picture of achievement and retention is somewhat limited by the way in which data is currently captured, analysed and presented. Although Regent had collected a significant amount of overall data and specific data for each site and programmes, the evaluators had difficulty assessing the 'real-time' data. The analysis and benchmarking and understanding of, for example, progressive data through the years across subjects and sites is not disaggregated and reported fully to capture areas of need and trends, although individual achievement is known at the teacher and team manager levels.

## 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**

Regent identifies valued outcomes as gaining employment, staircasing to further training, learning the basics of a trade, being able to communicate capably in the community, and becoming financially independent. Evidence was seen that learners complete courses and gain useful qualifications that are used in the local community and lead to a better future. Links with stakeholders are strong and have led to some collaborative ventures such as the 'Motivate' project with the Ministry of Social Development. Learners gain some credits and up to three national certificates, and many gain their driver's licence. These achievements offer a new start in life and enable some of them to gain work or to progress to further study.

Regent's processes for monitoring outcomes valued by its stakeholders include student surveys, regular staff and facilitator meetings, site cluster meetings, monitoring course achievement data, and informal feedback processes with employers and community stakeholders. Information provided to the evaluators

across stakeholders interviewed confirmed the value that the training has provided for their needs. It also confirmed that the training has increased learners' self-esteem, as often this is the first formal qualification or first credits gained.

Students gain skills that are valuable in the workplace, i.e. the importance of timekeeping, self-management, personal presentation and routine. These attributes support greater motivation and reliability, which is valued as it makes them more attractive to employers. Students all spoke of the positive relationships they had developed with their peers on the course, and the attitudinal and behavioural changes having a flow-on affect in their personal lives and in looking at future goals.

Māori and Pasifika make up a large percentage of learners (65 per cent overall and 75 per cent at the Northland sites). In 2015 Regent had an increase in Māori learners as a result of actively marketing to prospective learners who identify as Māori and/or Pasifika and who are often disengaged from learning. Regent engages Taumata Tauwhiro, an external Māori advisory group, to advise on meeting the needs of Māori across all aspects of teaching and learning. Regent is presently supporting the implementation of cultural values from a Māori worldview into classes at the Kerikeri site with the support of this group.

Training for Work trainees value the work experience opportunities and development of their skills and knowledge toward gaining employment. Evidence was seen and recorded of trainees' increased confidence in gaining employment, although there are some inconsistencies in employment outcomes across Regent's sites. These have been noted and Regent is purposefully gathering data to address this issue.

Overall, it is clear that Regent is producing a range of outcomes valued by trainees, employers and the community in most areas. As noted in the previous EER, Regent would benefit from collating, disaggregating and analysing the feedback from graduates, Training for Work providers, the community and employers 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 **Good**.

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

Interviews with a variety of learners across sites, key stakeholders and the Ministry of Social Development indicated that they had good relationships with Regent. They confirmed the PTE's self-assessment that the practical training, learning and/or upskilling match stakeholders' needs well. Feedback to the evaluators confirmed information provided by Regent about the quality of relationships with individuals, the focus on identifying and responding to individual needs, and the work being done alongside stakeholders to ensure strong matching of needs.

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Programme delivery across the organisation embodies the core vision of Regent: to facilitate relevant, practical, achievable and flexible learning. For example, Youth Guarantee training is centred on ensuring relevant, up-to-date learning and at times work experience, as well as the opportunity for credit achievement in areas tied to future employability. The evaluators saw evidence of this.

Training for Work support is centred on preparation for employment, with good outcomes noted for 2015 where the percentage of employment to date is above the targeted figure set (Table 2).

**Table 2. Training for Work employment outcomes, 2014-2015**

Employment	Actual	Targeted
2014	60%	64%
2015 to date	73%	64%

The Intensive Literacy and Numeracy study is focused on improving literacy and numeracy skills in the Far North, with the evidence seen of measurable gains in literacy and validated with students progressing to Youth Guarantee or Training for Work programmes. The Intensive Literacy and Numeracy programme at New Lynn facilitates the learning of English language to migrants and refugees. The evaluators saw and heard evidence of how the learning assists integration into the local community and supports migrants' need to communicate with their English-speaking siblings and wider community.

There is a high level of formal and informal monitoring of the programme and activities to ensure staff are matching the needs of the learners. These include teacher meetings, one-to-one sessions with individual students, and weekly tests where students are provided with feedback on their learning and are offered specific support to ensure their learning needs are met.

Regent is yet to fully implement the collection of data to analyse feedback from across all the sites and subjects, and from employers and other stakeholders that it enters arrangements with. Therefore, it was not possible for Regent (and the evaluators) to understand fully the distinctive characteristics and differing needs of students at the different delivery sites. It is positive that Regent is currently reviewing its processes and systems to capture feedback across sites and from employers.

## 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 learners and teach effectively. All tutors hold the National Certificate in Adult Literacy and Numeracy Education (Vocational), and the National Certificate in Adult Education and Training, or if they are new to the role are studying towards these qualifications. An inclusive teaching approach is part of the teaching culture to assist and motivate Pasifika and Māori students to learn.

Regent is focused on developing staff in areas of individual strengths. For example, one teacher said she had expressed interest in teaching a particular course and was immediately supported in this area with additional professional development.

Feedback from students is gathered through course and teaching surveys, student progress reports, weekly and monthly test results and teacher monthly reporting. High trainee satisfaction with the tutors, good retention rates and generally good student outcomes provide evidence of the effectiveness of most tutors. The sharing of resources, activities and careful planning is clearly evident. The Regent review has brought about changes to the co-ordination and management of the teaching teams, which is still in progress and is being monitored carefully. Staff engage in a weekly phone forum which provides the opportunity to share experiences and matters across the teaching team and to evaluate the feedback from learners and create action plans.

The ongoing professional development of teachers is supported and directly linked to teacher, programme and student needs, and supports the teachers to broaden their teaching strategies and activities to effectively meet the needs of the challenging student body. Regent has welcomed back a past tutor as the educational co-ordinator to guide and mentor tutors across all sites. The co-ordinator also assists with lesson and curriculum planning, assessment practices, resource development and teaching strategies, and offers advice following peer review or teaching observations. As a result, tutors have found the guidance and support effective, with meaningful changes being made to their delivery and assessments, with higher retention and achievement as outcomes.

Moderation results from all the relevant industry training organisations show Regent met the standards required by two of the three industry training organisations (eight of eight unit standards). For the other industry training organisation, Regent assessor judgements met the national standard for six of 11 samples, with the other five requiring better evidence of oral questioning and more expansive answers. Regent has worked out an action plan which includes professional development and internal checking to address these issues, which are mainly in the carpentry area.



NZQA moderation results showed five literacy and numeracy unit standard assessment samples did not meet moderation standards. This shows that internal moderation needs to be strengthened to ensure achievement outcomes are reliable. Regent has submitted an action plan to NZQA, which has been accepted. Following recent discussions with NZQA, the plan is on track to achieving appropriate judgement levels and will be able to supply proficient samples of each of the literacy and numeracy unit standards by June.

## 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 **Good**.

Support and guidance is strong at Regent, as evidenced by the timely and accurate advice given to new learners. Regent strives to understand the profile of students at entry and to identify their needs. Those interested in enrolling can have a trial prior to enrolment which provides a solid opportunity for them to learn about the programmes available and whether they are a good match for them and their learning.

Timely and accurate advice is given from day one, and staff are clear on their students' need and pastoral care requirements. The evaluators heard how the ongoing monitoring and pastoral care went beyond teaching and learning (transport, meals and court support) and how, with the high percentage of Māori and Pasifika learners, fundamental cultural aspects underpin the care of the learner.

Effective processes are in place to identify and capture learners who require support or advice. This is often achieved through careful tutor engagement, and the tutors are fully supported in this engagement process. Individual learning plans are created through this process, which identifies and responds to specific learning and personal needs to support progress.

For all Regent courses, support is provided on an ongoing, as-needs basis. It was evident from conversations with stakeholders and staff that Regent works closely with government agencies, schools and employers to find solutions to individual needs. Several examples were shared about how Regent has provided extra support to learners with particular attendance, learning and attitudinal challenges. The evaluators saw evidence that the demeanour of students and respect and attitude towards each other, teaching and management staff was exceptional. Staff noted that this was part of the learning culture at Regent, where respect is aligned with work-readiness. The Auckland campuses have a proportion of relatively new migrants, as well as relatively high numbers of Māori and Pasifika. Tutors are the first line of support, with the campus manager also taking an active role.

In some sites, where analysis shows lower retention, achievement and/or employment outcomes, further analysis around guidance and support would help identify particular learning needs. The evaluators heard how this is already being

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done at the Kerikeri site, where there is a high proportion of Māori learners, by introducing Māori cultural values into the programmes. As a result of staff and student feedback, Regent is advertising for kaiako for the Auckland and Kerikeri campuses to further support cultural pastoral care. More analysis is yet to be completed on the progression and pathways available and of interest to the students to ensure they can understand where their learning may take them.

## 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**.

As a result of illness of an 'active' Regent managing director and the consequent lack of consistent guidance over the last two years, the governance and management group undertook a review of Regent during 2015. The group identified the strengths and weaknesses of the organisation and agreed the actions to be taken. As a result, the organisation has a clear purpose and clarity around its direction. The focus is on effective decision-making and strong leadership. The commitment of the managing director to Regent and the student learning and growth was evident to the evaluation team.

The roles and functions of the leadership team are clearly defined. The governance and management team had recognised there were areas within Regent where practice had slipped. As a result, plans, policies and processes are being updated and the team is working towards supporting the new purpose and direction. The managing director and management team meet more regularly to add continuity and to embed the new team.

As a result, a new structure, new staff to support the academic, financial and administrative leadership required to move the organisation forward has been brought into the organisation along with more technology to support this. The organisation is carefully managing a process of change with a clear focus on:

- New systems being embedded
- Use of good tools for gathering outcomes
- Use of a high accountability model
- Internal surveys
- Credible staff and effective succession and recruitment processes.

The evaluators note that Regent is making every effort to understand and improve the educational performance of the organisation, with proven, effective processes underway and more in place which will be tested to assess their effectiveness.

The facilities, staffing and educational resources are more than sufficient to support the educational achievement of students. Each campus offers a family environment and a supportive culture and is well supplied with physical and learning resources for teaching staff and students.

Staff are valued and encouraged in their roles, with some being directed to areas more suitable to their skills. An example of this was moving a manager to a teaching role where he has reshaped the programme. The resulting impact on learner engagement, retention and outcomes is significant. Another was to bring back a valued staff support mentor and moderator who works with staff to add value to teaching and support internal moderation understanding and outcomes. Regent continues to implement the changes required from the 2015 staff satisfaction survey and is following this up with another survey in 2016 to check whether the changes have made a difference.

The managing director and the management team recognise that their present self-assessment process has its limitations and they are working to make it more efficient and effective. Although data could be collected and was being analysed, a significant limiting factor was the lack of ability to analyse and use specific data to report detailed and useful outcomes to note trends and make targeted improvements. Regent is implementing a new student management system. Once this has been customised and staff have been fully trained, they expect to be able to produce clearer achievement and outcomes data and realistic reports to ensure the organisation can address any issues in a timely manner.

## 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: Training for Work programmes

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

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

### 2.3 Focus area: Youth Guarantee training programmes

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

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

### 2.4 Focus area: Intensive Literacy and Numeracy

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

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

# Recommendations

NZQA recommends that Regent Training Centre:

- Strengthen the analysis of achievement, retention and completions data, including for Māori and Pasifika students.
- Analyse the impact of Youth Guarantee students gaining multiple qualifications on the qualification completion rate to assess how many or which students gained all three qualifications.
- Continue to analyse where Training for Work learners have gone in order to assess the effectiveness of the support from Regent.
- In those areas with lower outcomes, complete further analysis around guidance and support and teaching to assist in identifying particular needs for those learners and to ensure they are counselled as to where their learning may take them.
- Ensure 'across-sites' templates are used consistently to ensure consistent delivery, assessment and review.
- Ensure all staff are involved in an annual appraisal process.
- Continue to work to achieve robust internal moderation processes.

# 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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