

Report of External Evaluation and Review

Training For You Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 15 February 2012

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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

Location:	Whanganui
Type:	Private training establishment (PTE)
First registered:	1995
Number of students:	Domestic: 254 students International: none
Number of staff:	Twenty-two full-time and six part-time staff
Scope of active accreditation:	Training For You has an extensive list of accreditations. The following qualifications are active: <ul style="list-style-type: none">• National Certificate in Adult Literacy and Numeracy Education (Level 5)• National Certificate in Early Childhood Education and Care (Level 3)• National Certificate in Employment Skills (Level 1)• National Certificate in Equine (Level 2)• National Certificate in Equine (Level 3)• Certificate in Assisting Children with Special Needs (Level 4)• Certificate in Guiding Children's Behaviour (Level 3)• Certificate in Supporting Literacy and

Numeracy (Level 3)

- Certificate in Teacher Aiding (Level 4)
- Certificate in Tertiary Studies Preparation (Level 1)

Sites:	Training For You has two current sites operating: Whanganui and Palmerston North.
Distinctive characteristics:	Training For You has diverse funding streams and learners.
Recent significant changes:	Organisational restructure occurred in 2010. In 2011, there was a change in government funding which affected all intramural courses offered by Training for You. Training Opportunities funding was divided into Foundation Focused Training Opportunities (FFTO), which remains with the TEC, and Training for Work (TFW) which became Ministry of Social Development (MSD) funding.
Previous quality assurance history:	Training For You received an adverse New Zealand Qualifications Framework assessment and moderation report around resubmissions for 2009 and 2010. The issues have now been addressed. An NZQA audit in 2007 met all but two requirements: personnel; and development, delivery and review of programmes.

2. Scope of external evaluation and review

Prior to the evaluation visit, scoping discussions were held between the managing director and the NZQA lead evaluator. A review of documentation provided by Training For You was also considered and the following focus areas were identified for inclusion in the external evaluation and review:

- Governance, management, and strategy

In accordance with NZQA policy this is a mandatory focus area.

- Online Learning

This category includes two key programmes: National Certificate in Adult Literacy and Numeracy Education (NCALNE), the highest-level qualification offered at Training For You, and teacher aide qualifications, which are locally approved

qualifications by NZQA. Both programmes are predominantly delivered online. These courses account for most of the Student Achievement Component funding from the Tertiary Education Commission (TEC).

- Workplace Literacy

Delivered on site in the learners' workplace. There are 110 learners per year who participate in a customised literacy and numeracy programme of 40 hours in length.

- Youth Training

The youth programmes delivered on site at Training For You are relatively new for this provider. They are funded through the TEC's Youth Training and Youth Guarantee programmes.

The focus areas selected allow for the evaluation of a variety of delivery methods to diverse learner groups who comprise the majority of Training For You learners.

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/>

A team of three evaluators visited Training For You at the Whanganui site over three days. Interviews were held with the managing director, senior management team, programme coordinators, and tutors of online learning, workplace literacy, and youth training. Students representative of these programmes and others were interviewed in person and via the telephone. Stakeholders of the workplace literacy programme were also interviewed. A range of documents was sighted during the EER.

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

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Training For You**.

Training For You offers a range of programmes to a diverse group of learners with varied needs. Each programme has highly qualified staff who are well resourced by management. The achievement outcomes for learners and the value of these outcomes vary. Overall, Training For You appears to be meeting the most important needs of most students and stakeholders and is actively strategising to implement changes in an attempt to address areas of weakness.

Training For You monitors learner achievement rates and how these outcomes compare within the sub-sectors. Seventy per cent of the online learners participating in the National Certificate in Adult Literacy and Numeracy Education (NCALNE) are completing the qualification. Local teacher aide courses online have been offered for the first time this year, and trend analysis is not yet available for these courses. To date, 50 per cent of learners are gaining the teacher aid certificates.

The workplace literacy programme currently has 85 per cent of learners progressing, as measured against the TEC Learning Progressions for Adult Literacy and Numeracy. In 2011, achievement levels for NCALNE and workplace literacy programmes were very similar to 2010. Overall, both online and workplace literacy programmes have good course completion rates, and qualification completion rates are also tracking well. Learners in the youth programmes, especially the JumpStart programme which has been offered for two years, are achieving below the sub-sector median. Training For You and the evaluation team identified this level as unsatisfactory.

Training For You is aware of the value that learners place on the outcomes each programme offers. Potential qualification developments have been identified to offer a pathway to further study or employment for programmes that are resulting in valued outcomes. In those programmes where the outcomes learners value are not being sufficiently met, Training For You is making genuine attempts to identify issues and improve outcomes.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Training For You**.

Training For You has a focus on self-assessment and continuous improvement which is demonstrated through a number of self-assessment activities, including various significant stakeholder engagement projects. These projects are thorough and are a valuable self-assessment tool. The analysis and findings have been used to inform decision-making for the organisation on several fronts and have led to many worthwhile improvements such as the decision to deliver NCALNE and

teacher aide courses predominantly online and the introduction of NCALNE fast track.

The quality and validity of the organisation's self-assessment information is generally good, although there are some important areas where self-assessment could be strengthened, such as in the youth programmes and student guidance and support, where providing responses to meet the well-being needs of all learners is a challenge. Overall self-assessment is purposeful and genuine.

Training For You has many clear and robust processes which guide the staff in their work and provide the opportunity to gather valuable information for analysis. These processes have ensured that all staff in the PTE have an understanding of how programmes are progressing and how well learners are achieving. Embedding self-assessment activities to meet the day-to-day needs of learners as well as the longer-term outcomes of the organisation is still to be fully realised.

Findings¹

1.1 How well do learners achieve?

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

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

The majority of Training For You learners in the focus areas of this EER complete courses and gain qualifications. Achievement is mainly internally referenced and the use of funding body outcomes is the benchmark that Training For You utilises to determine successful achievement in programme delivery.

A review of NCALNE and local teacher aide courses was spurred by previous low qualification outcomes and falling enrolments. As a result, significant changes were made to the programmes, primarily by offering them online. Indications are that 70 per cent of learners on the NCALNE programme will complete the qualification in 2011. This is consistent with Training For You's 2010 outcomes and aligned with the sector median. The local teacher aide courses to date have 50 per cent of those enrolled likely to achieve the qualification in 2011, an improvement on the 2010 course achievement, which was delivered on site in the classroom.

The Training For You workplace literacy programme provides 40 hours of literacy and numeracy training. Eighty-five per cent of learners are achieving the benchmark set by the TEC, which specifies that 80 per cent of learners must progress at least one level in at least one area of numeracy or literacy skills as measured against the TEC Learning Progressions for Adult Literacy and Numeracy. This is comparable to the 2010 outcomes and is the second year of delivery. Training For You workplace literacy staff expect that a stakeholder engagement project will occur in 2012 which will assist in determining internal benchmarks for the workplace literacy programmes.

The Youth Training focus area includes programmes funded through both Youth Training and Youth Guarantee and, to date, the achievement for this group of learners is lower than the sector median. The JumpStart programme is Youth Guarantee-funded and the aim is for learners to achieve the Certificate in Tertiary Studies Preparation. Course completions are only at 30 per cent, with actual qualification completion expected to be 5 per cent for 2011.

Working with Children is a Youth Training-funded programme and learners gain credits toward the National Certificate in Early Childhood Education (NC ECE). Fifty-seven per cent of these learners were likely to complete the course in 2011. As this is the first year Training For You has offered this programme with youth

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

funding, there is no internal benchmark. However, Training For You is well aware that neither of these youth programme achievement results is satisfactory.

Training For You has systematic and sophisticated processes for collecting a variety of data to inform itself about learner achievement, and staff are aware of learner outcomes for each programme. Effort and resources are put into analysis of the data in an attempt to understand what might improve learner achievement. These self-assessment activities and the implementation of various strategies to date have had a good effect on some programmes, but are not leading to improvements in outcomes for all learners or all programmes.

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**.

All learners enrolled at Training For You consider that developing their skills and knowledge and achieving qualifications are the most valued outcomes. Overall, most are having these needs met.

There has been a genuine attempt to engage graduates through a survey in 2009 and a stakeholder engagement project in November 2011 to inform Training For You of the value of the qualifications and skills gained from the online programmes. Although the sample size was small, results from the near-completed stakeholder engagement project indicate that the qualifications (NCALNE and teacher aide courses) are valued and achievement of these qualifications has led to employment and further training for a number of graduates.

Specifically, graduates surveyed and interviewed in the project identified the NCALNE qualification as now being perceived in the sector as a requirement by many tertiary teachers. Teacher aide graduates reported that they have developed useful skills and knowledge preparing them for employment and which has enabled a good number of graduates to get work in the field either in voluntary or paid work. Additionally, achieving the three teacher aide qualifications awards students the Certificate in Teacher Aiding (Level 4) which is a qualification recognised by the New Zealand Educational Institute.

Employers who have workplace literacy programmes delivered to their staff have identified the benefits in their feedback to Training For You, including improvements in teamwork and communication and fewer workplace errors occurring, which they anecdotally attribute to the workplace literacy programme. Learners interviewed by the evaluators validated this perception. Learner feedback provided examples of how their confidence with literacy and numeracy has improved, both in the workplace and in their personal lives.

Most employers have taken the option to include unit standards in the programme to enable employees to gain credits. Training For You has specifically encouraged learners at Te Kohanga Reo who are enrolled in the NC ECE to concurrently participate in the workplace literacy programme. Most of these learners in 2011 will achieve the early childhood qualification, and this successful outcome is attributed to this initiative.

The most valued outcome for learners in youth programmes is the opportunity to achieve qualifications, as youth see this as vital to gaining employment. In particular, although JumpStart learners are offered NCEA level 1 and the Certificate in Tertiary Studies Preparation, they identify NCEA level 2 as the most valuable qualification needed to improve their employment prospects. Some learners identified that other skills and knowledge are acquired while studying, such as creating a CV. However, the learners emphasised that NCEA level 2 achievement, which is not currently available to them, is the most important outcome.

The Working with Children programme is designed to enable learners to pathway to employment or on to further study in qualifications in teacher aiding and early childhood education. While credits toward NC ECE are achieved, completing the qualification will not be a reality for most youth due to the requirements of the funding stream they are enrolled in. Employment in this field is difficult to gain, and completing the whole qualification is identified as very important by the learners interviewed.

Training For You is aware that not all learners are achieving the most valuable outcomes and is taking steps to address this issue.

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**.

Training For You has invested in a number of stakeholder engagement projects completed in the final quarter of 2011. The feedback from the surveys and interviews has been used to inform relevant programme development and delivery for a number of programmes offered by Training For You. Examples include the decision to deliver NCALNE and teacher aide courses predominantly online, and the introduction of NCALNE fast track this year, which has had a good uptake.

The workplace literacy programmes are delivered to a variety of workplaces such as retail, manufacturing, and Te Kohanga Reo in Whanganui. Each workplace literacy programme is designed in consultation with the employer, and Training For You is in regular contact with early childhood centres which are the current employers of graduates of the Youth Training programme: Working with Children.

Learners participating in online programmes have the convenience of continuing in employment and attending to personal commitments while studying. The NCALNE programme also has workshops which are delivered in regions and are accessible to all participants. This provides the opportunity for students to experience another mode of delivery, which aids understanding of the course content.

Training For You undertakes an analysis to understand the needs of the company where workplace literacy is delivered, and develops an impact plan. Learning is contextualised and workplace policies, activities, and resources are utilised to enhance the relevancy of learning. Employer objectives are identified when the programme is negotiated. Although this is a good initiative, analysis and reporting as to the actual achievement of these employer objectives during and at the completion of the programme was not clear in the reporting and information provided to employers. Clear communication about the outcomes could provide added value to the programme. Training For You delivers workplace literacy outside of usual business hours, meeting the needs of shift workers who are therefore able to participate in the programme.

Youth learners who enrol at Training For You have been previously disengaged from learning, usually at secondary school, and do not yet have the confidence or entry criteria to enter into tertiary study. Recognising the substandard achievements of youth learners, and responding to feedback from learner evaluations, Training For You has made a number of changes to programmes, tutors, and activities over the past year in a genuine attempt to improve the youth programmes. However, this activity has not yet resulted in significant improved outcomes for learners.

1.5 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**.

Each programme has highly qualified and capable staff who are well resourced by management. Tutors have access to lesson plans, resources, and activities to support their planning and delivery. Programme coordinators carry out peer observations and provide feedback to the tutors.

There are thorough processes to guide tutors and coordinators in all aspects of the design, delivery, and review of programmes. Training For You gathers valuable information from stakeholders and learners for analysis and makes this information available to staff. These processes have ensured that all staff have an understanding of how the programmes are progressing and how learners are achieving.

Comprehensive evaluations are carried out for all programmes at the mid- and end-points. These are reviewed and staff are aware of the feedback from learners

which is discussed regularly at meetings. There is evidence of changes to programme delivery following feedback. However, there is not a consistent or proactive response to the comprehensive feedback gathered, and where changes or improvements have been considered, this is not fed back to the learners, whose overall experience of the teaching varied.

Moodle is utilised for online learners to assist with tracking progress and monitoring their own achievement. Teacher aide course learners receive regular and helpful feedback on their work and clearly understand how they are progressing.

All workplace literacy learners agree that materials are useful and activities are engaging and relevant. Most said classes were fun and tutors approachable. Not all agreed on the effectiveness of the teaching or understood whether they were progressing. Concerns were voiced by some learners about consistency in assessing and whether learning would be retained after completing the assessment. Workplace literacy class sizes varied from one-to-one to up to 15 learners in one group. Opportunities to embed learning and apply new knowledge can be challenging when teacher contact time is limited. In this focus area the needs of individual learners and class size influenced learners' experience of the programme.

Students interviewed in the youth programmes spoke of tutors who are knowledgeable and engaging. Learners appreciate the small, attractive and well-resourced classrooms, with smaller class numbers in comparison with their experience at school and at other PTEs.

1.6 How well are learners 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**.

The variety of funding Training For You receives and the programmes offered attract a diverse group of learners to the organisation. Within these focus areas, learners include: extramural students who are most often seeking to gain a qualification to utilise in current employment or to assist with a pathway to further study; learners with no qualifications or low literacy and numeracy skills in employment seeking to upskill within the workplace; and youth referred to Training For You identified as having "at risk" backgrounds who may not be academically motivated. Providing responses to meet the well-being needs of all learners is a challenge.

The stakeholder engagement project and evaluators' interviews with online learners highlighted the varied experience of learners in the NCALNE and teacher aide courses. The teacher aide learners overwhelmingly reported a positive experience and felt well supported. The tutor makes contact at least weekly with all learners, providing guidance and advice. A significant number of learners on the NCALNE

programme said they had difficulty accessing staff for support and information. The NCALNE programme was without a dedicated tutor for a month, and over the transition period any contingencies to address this absence were not fully effective. A new tutor has recently been employed, and plans have been put in place to improve accessibility and support for learners. There is good technological support and additional resources for online learners to access.

Workplace literacy learners at Te Kohanga Reo are receiving one-to-one or very small group learning and report feeling very supported in their learning experience and have a positive and open relationship with the tutor. Workplace literacy learners in retail and manufacturing were not able to readily identify the support and guidance received. Training For You has an opportunity to further explore how appropriate guidance and support might be provided to all workplace literacy learners regardless of work site. Improvements in this area of support may have a positive impact on the learners' experiences.

Pastoral care of youth is identified as a priority, and a portion of the coordinator's role is dedicated specifically to ensuring their availability to learners and staff as required. A youth worker has been recruited this year to work within the programme and assist with the specific needs that are unique to youth. Tutors can find themselves involved in a significant amount of non-academic student support, including opening bank accounts and transporting learners to health clinics. Learners interviewed affirmed that tutors are helpful and accessible if needed.

There is an abundance of information collected about programmes, tutors, and learners' experiences. Ensuring this information is gathered with the learner in mind and with a focus on their support will assist in guiding the organisation to better understand and meet the needs of all learners.

1.1 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**.

Governance and management discuss achievement and review information and data regularly at staff and senior management team meetings. All programmes are well resourced and the environment for on-site learners is attractive and welcoming. There are sufficient skilled staffing and technology to equip Training For You to deliver all programmes.

The Training For You director and management have a clear vision of where the PTE is heading and have initiated several stakeholder engagement projects to survey the views of identified stakeholders, mainly graduates, to assist with identifying future goals. The organisation's vision and goals are understood by all staff.

This year has been a time of transition, with an organisational restructure and actual and anticipated changes to funding. The recent internal restructure included the creation of a senior management team and coordinators. This resulted in changes in meeting and reporting processes to the managing director. These changes have been made to best assist future planning and to mitigate identified risks to the organisation.

The senior management team and coordinators have all received leadership training during the year, and the director had a mentor for guidance and support throughout the restructure. An initial and very recent review indicates that the restructure has not resulted in the desired improved outcomes for learners or the PTE, and has highlighted areas where communication needs to be improved. Planning for further changes that may be required in the management structure of the organisation is currently under consideration.

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: Online Learning

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

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

2.3 Focus area: Workplace Literacy

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

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

2.4 Focus area: Youth Training

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

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

Recommendations

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

- Review the collection of data for self-assessment, in particular for youth programmes and student guidance and support, where providing responses to meet the well-being needs of all learners is a challenge
- Encourage further, the embedding of self-assessment activities to strengthen and support a comprehensive self-assessment regime.

Appendix

Regulatory basis for external evaluation and review

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

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

NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.

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

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

*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-eeer/introduction/>*

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz