

Report of External Evaluation and Review

Training For You Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 14 October 2015

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MoE Number: 9918
NZQA Reference: C18820
Date of EER visit: 23-25 June 2015

Final Report

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:	Training For You Limited
Type:	Private training establishment (PTE)
First registered:	1995
Location:	144-152 Ingestre Street, Whanganui
Delivery sites:	As above, plus Workplace Literacy at sites throughout the North Island
Programmes currently delivered:	<ul style="list-style-type: none">• National Certificate in Computing (Level 2)• National Certificate in Business Administration and Computing (Level 2)• National Certificate in Business Administration and Computing (Level 3)• National Certificate in Adult Literacy and Numeracy Education – Vocational Tutor/Workplace Trainer (Level 5)• National Certificate in Equine Stable Procedures (Level 3)• National Certificate in Equine (Care and Handling) (Level 3)• National Certificate in Equine (Level 4)• National Certificate in Early Childhood Education and Care (Level 3)• Certificate in Guiding Children's Behaviour

(Level 3)

- Certificate in Supporting Literacy and Numeracy (Level 3)
- Certificate in Assisting Children with Special Needs (Level 4)
- Certificate in Teacher Aiding (Level 4)
- National Certificate in Health, Disability and Aged Support (Foundations Skills) (Level 2)
- Youth Guarantee (Vocational Pathway in Social and Community Services)

Code of Practice signatory:	N/A
Number of students:	Approximately 576 annual enrolments (female 74 per cent; Māori 35 per cent; Pasifika 9 per cent). All are domestic students (254 annual enrolments at the last external evaluation and review (EER) in 2011).
Number of staff:	15 full-time and four part-time
Scope of active accreditation:	http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=991806001&delSiteInd=0
Distinctive characteristics:	<p>As well as campus-based programme delivery, the PTE delivers distance learning and workplace-based literacy education throughout the North Island.</p> <p>Funding streams include: Tertiary Education Commission (TEC) Student Achievement Component (SAC) funding; TEC (TEO Led and Employer-led) Workplace Literacy funding; TEC Intensive Literacy and Numeracy funding; Youth Guarantee funding; Ministry of Social Development (MSD) Training for Work funding.</p> <p>The managing director is the PTE representative on Ako Aotearoa Central Hub Advisory Group, and is a board member of the Whanganui District Education Trust which governs the trade training school established by industry in Whanganui. The PTE is also part of the Whanganui Tertiary Education Collaboration, which links public and private education providers.</p> <p>Training For You provides STAR and Gateway</p>

provision to all Whanganui secondary schools and to other schools across the country (including online and distance delivery).

Recent significant changes:

Monthly student achievement meetings were implemented in 2013. Led by the then newly formed Supporting Excellence staff group and the business manager, they focus on key performance information to track the progress of each learner and identify needs or barriers to success, and required actions by staff.

A social worker was appointed to a student support and cultural advisor role in 2014. Other on-campus student support arrangements were also modified or implemented. The roles of education manager (one full-time equivalent) and moderation coordinator (0.06 full-time equivalent) were also established in 2014.

A designated operations and assurance role (one full-time equivalent) was established in 2015.

Previous quality assurance history:

An NZQA validation visit occurred in 2013, resulting in two required actions and a recommendation. These matters, which related to learner information requirements, were resolved soon afterwards.

NZQA last externally evaluated Training For You in December 2012. NZQA was Confident in the organisation's educational performance, and Confident in its capability in self-assessment. There were two recommendations made in the report. These related to review and collection of data for self-assessment, and embedding of self-assessment.

In 2014, learner samples relating to 14 unit standards were externally moderated (by Careerforce Industry Training Organisation, Primary Industry Training Organisation and NZQA). Samples for 12 of these standards were deemed to be at the national standard. The assessor decisions for numeracy standards 26626 and 26627 were not verified. Training For You was requested to address issues identified before further assessment occurred. Compliance with NZQA external moderation requirements has improved year on year since the last EER.

Approvals and accreditations records indicate regular programme maintenance. The most recent approval

was for the National Certificate in Health, Disability and Aged Support Core Competencies (Level 3) in 2014.

2. Scope of external evaluation and review

The focus areas selected cover a high proportion of students enrolled, include three distinct funding streams and associated contracted targets, and also cover online, face-to-face and workplace delivery. With the addition of the Māori Student Achievement focus area, this evaluation provides good coverage of all areas of delivery at the PTE.

Focus areas and rationale for selection	
Governance, management and strategy	Mandatory in all EERs
Māori Student Achievement	This focus area was selected because of the relatively high proportion of Māori student enrolments.
Healthcare	This MSD-funded programme includes formal assessment towards the National Certificate in Health, Disability and Aged Support (Foundation Skills) (Level 2). This is a new programme area (2014-2015).
Teacher Aide	This TEC SAC-funded programme is delivered online. Students can achieve up to three qualifications with particular specialisations at three New Zealand Qualifications Framework levels. This is a mature programme area.
Workplace Literacy	This TEC-funded Workplace Literacy programme is delivered across the North Island at workplaces. This is an area of significant growth in enrolments.

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.

Scoping of this EER took place by email and phone, and at a meeting between the managing director and the lead evaluator held at the NZQA Auckland office.

Prior to the on-site visit, Training For You provided a self-assessment summary document (including analysis of programme performance) and examples of business processes and claimed improvements. The evaluators also familiarised themselves with recent TEC performance information, a recent programme application made to NZQA, and other internal information sources.

Two evaluators conducted the on-site enquiry over three days (23-25 June 2015).

Interviews were held with: the managing director; a board member; senior managers; most of the full-time tutors from the focus area programmes; student and tutor support staff; industry and external stakeholder representatives with a knowledge of programmes and graduates; iwi representatives knowledgeable about educational and economic initiatives in the locality. The evaluators also spoke directly with groups of students and graduates from each of the focus area programmes.

The PTE provided a range of supporting documentation to the evaluators, many of which are referenced in this evaluation report, providing context and evidence regarding planning, strategy, educational performance and the PTE's own evaluation processes. Elements of the PTE's student management system, online learning platform and academic records systems were also reviewed.

(This EER coincided with serious flooding in the Whanganui area, which required some revision of the agenda but did not unduly hamper the evaluators in their work. The floods caused serious disruptions to roads and communications in the area for some days. The flexibility of management, staff, students and external stakeholders in accommodating the needs of this evaluation under very difficult circumstances is acknowledged with appreciation.)

Summary of Results

Statement of confidence on educational performance

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

The purpose and direction of Training For You is clear and well documented, and the leadership of the PTE is highly effective in communicating this to staff and stakeholders. Effectively led capability-building around organisational development, self-assessment tools and approaches, and heightened engagement with stakeholders, contribute to a healthy, growing and effective education provider. Strategy, organisational structure and educational processes have been reviewed and adjusted as required, leading to wide-ranging, worthwhile improvements and exemplary performance in numerous areas.

Across the focus areas reviewed, educational performance is very strong. Results around measures such as utilisation of funding, increasing participation by TEC priority groups, retention of learners, course completion, and gains in literacy and numeracy are all positive. For example, TEC educational performance data shows that completion of SAC-funded courses has increased from 66 per cent in 2011 to 79 per cent in 2014. On average, over 90 per cent of these students went on to complete their qualification in the same period.

Where performance is less favourable, staff are both knowledgeable and realistic about contextual issues and structural barriers impeding achievement of targets. Within individual programmes, such as Healthcare, the PTE is exceeding its own target of national certificate completion, but is still challenged by the expected 90-day employment outcomes. Overall, Pasifika learner performance, aside from Workplace Literacy, is not as strong as other learner groups. This is a small proportion of students and is an area the PTE is actively seeking to strengthen.

Teaching is very effective, and staff are well supported to continue their development as adult educators. The PTE has a very clear picture of what teaching excellence looks like within the programme context. A community of practice exists, and good methods of coaching and performance appraisal are in use. Understanding and use of embedded literacy and numeracy teaching strategies have reached a mature level at Training For You.

The PTE is building internal capability around Mātauranga Māori, bicultural skills and knowledge, and linking the programming with iwi aspirations. These efforts are being well resourced and are being woven into delivery and self-assessment. They are relevant themes to this PTE and its locality.

Training For You demonstrates particular ability to match programmes with a diverse range of learner and stakeholder needs. This evaluation found consistently strong educational performance across the campus-based, online distance delivery

and work-based training. The PTE's own self-critical, data-rich and well-documented evaluation of its own performance facilitated the work of the external evaluators in undertaking this evaluation, as is anticipated by NZQA's evaluative quality assurance model. NZQA can express high confidence in Training For You.

Statement of confidence on capability in self-assessment

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

Self-assessment (or, evaluation¹) at Training For You:

- has been systematically developed, resourced and implemented organisation-wide, reflecting recommendations from the last EER. It involves all staff, is authentic and is embedded.
- has led to a more self-critical, reflective internal culture. Scheduled reflective processes use reliable data to support these effective review and planning processes. Evidence is used to make important decisions.
- is clearly focused on the PTE's strategies and goals, as well as funder and quality assurer requirements. The products of these self-assessment activities (such as summary reports on programme delivery) are highly useful to stakeholders, both internal and external.

As well as close tracking of funder targets, the PTE routinely sets its own benchmarks against most measures, and detailed self-assessment maintains a focus on reporting progress against them. Monitoring of learner progress is ongoing, timely and accurate.

Particularly notable self-assessment activities include:

- Well-developed, peer reviewed annual programme evaluations, which include analysis of a range of important and accurate performance data.
- Student focus group evaluations yielding wide-ranging and detailed feedback, which is responded to by management and/or staff, as well as detailed and user-friendly reports on Workplace Literacy delivery.
- Detailed reporting and analysis of internal and external moderation findings and outcomes.
- Management-led strategy and planning activities with a strong organisational development focus.

These self-assessment efforts have also led to improved educational outcomes.

¹ Training For You has chosen to use the standard term *evaluation* rather than self-assessment to frame their understanding and approach to developing this area of capability.

The PTE has, for example:

- A clearer knowledge and understanding of what difference the PTE is making and why.
- Maintenance of programme relevance occurs as a result of review, and there is evidence of maintained high performance and improvements in weaker programme areas.
- Better capture of graduate outcomes is occurring as a result of significant organisation-wide effort.

The PTE is working from a premise that it is 'consciously building a stronger future'. This viewpoint is reflected in both the rigour and the effects flowing from the PTE's current approach to evaluation.

Findings²

1.1 How well do learners achieve?

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

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

Across the focus areas reviewed, educational performance at Training For You is very strong. Results for measures such as increasing participation by TEC target groups, retention of learners, course completion, and gains in literacy and numeracy are all positive. For example, course completion of SAC-funded courses increased from 66 per cent to 79 per cent over 2011-2014 (since the last EER), and qualification achievement has risen markedly, from 84 per cent to 97 per cent. A good proportion of this achievement is in distance delivery programmes, and as well as capturing results for the Teacher Aide programme, this performance includes Adult Literacy Educator, Business Administration, Early Childhood and Equine qualifications (see Table 1).

Achievement across a diverse programme portfolio of learners is consistently strong, and the PTE's well-developed and detailed analysis and reporting of achievement data is also excellent. Benchmarking incorporates funder targets as well as the PTE's own measures. Ongoing monitoring of performance occurs at scheduled meetings, and central administration provides alerts where progress against a target is of concern. Monitoring of learner progress is ongoing, timely and accurate.

Table 1. Training For You educational performance data, 2011-2014 (SAC-funded learners)

	2011	2012	2013	2014*
Number of students	52	66	54	64
Course completion	66%	70%	77%	79%
Qualification completion	84%	85%	100%	97%
Retention	74%	69%	71%	73%

Source: TEC; *2014 TEC data (as at 22 July 2015)

In Workplace Literacy (see Table 2), Training For You has been funded to expand provision in terms of learner numbers and locations reflecting successful delivery. In 2014, around 90 per cent of learners were pre- and post-assessed using the national assessment tool; this was lower than the funder target of 100 per cent, but a small improvement on previous years. Teaching approach and content is

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

specifically linked to workplace examples and scenarios, and the PTE's related delivery of the National Certificate in Adult Literacy and Numeracy Educator (NCALNE) qualification provides both in-house expertise and rigour in this programme area. Across all areas of literacy, Māori and Pasifika account for a high proportion of the learners in these programmes, and almost all learners benefit by participation, as evidenced by quantitative measures and qualitative feedback gathered by the PTE from learners and industry.

Table 2. Training For You – Workplace Literacy and Intensive Literacy and Numeracy performance data, 2011-2014

	2011*	2012*	2013*	2014*
Intensive Literacy and Numeracy (learners show improvement in literacy and numeracy skills)	82%	91%	93%	83% Lit. 89% Num.
Participating learners	-	-	-	49
Māori learners	-	-	-	71%
Pasifika learners	-	-	-	2%
Workplace Literacy TEO fund (learners show improvement in literacy and numeracy skills)	90%	97%	97%	99%
Participating learners	-	-	-	147
Māori learners	-	-	-	34%
Pasifika learners	-	-	-	25%
Workplace Literacy employer fund (learners show improvement in literacy and numeracy skills)	n/a	n/a	n/a	98%
Participating learners	-	-	-	56
Māori learners	-	-	-	50%
Pasifika learners	-	-	-	7%

Source: Training For You reporting to the TEC on plan commitments; *Target: 80% of learners show improvement in literacy and numeracy skills as measured against the Adult Literacy and Numeracy Learning Progressions. Training For You is counting a gain score of greater than 1 as an improvement.

There are areas where performance is less favourable, but staff are both knowledgeable and realistic about contextual issues and structural barriers impeding achievement of funder targets. For example, within individual programmes, such as Healthcare, the PTE is exceeding its own target for national certificate completions, but is still challenged by the funder target for expected 90-day employment outcomes (see Table 3). Sector representatives interviewed provided contextual information to the evaluators indicating that some trainees who had completed work placement had obtained casual work which had yet to reach the level of the MSD measure. Some students were not well suited to elder care, and some had caregiving responsibilities that conflicted with the requirements of shift-work. Employers were supportive of both the programme content and the

quality of the training delivery, as were the Work and Income staff interviewed. The programme also develops a range of employment preparation skills.

Table 3. Training for Work (Healthcare) 2014-2015 and by cohort (MSD target in brackets)

	2014a	2014b	2015
Number of students	16	9	14
Attendance (80%)	77%	77%	86%
Initial employment outcome (64%)	50%	22%	Data pending
Six-month employment outcome (64%)	13%	0%	Data pending
Qualification completion (not a targeted outcome)	86%	100%	86%
Learners show reading progress* (80%)	73%	78%	75%
Learners show numeracy progress* (80%)	Not required		91%

Source: Training For You reporting; *80% of learners show improvement in literacy and numeracy skills as measured against the Adult Literacy and Numeracy Learning Progressions. Training For You is counting a gain score of greater than 1 as an improvement.

Learner achievement in the niche provision Teacher Aide set of local qualifications is particularly strong, albeit for a small cohort of fewer than 30 students in 2014 (see Table 4). Completion of the three certificates leads to a Certificate in Teacher Aiding, which is recognised by schools. Most students enrolling in this online supported distance education programme are volunteering or working in an early childhood centre or primary school. Almost all complete their chosen qualification. Students and a local school principal interviewed indicated that the content is relevant, up-to-date and practical, and this is strongly supported by a series of in-depth graduate outcome case studies and extensive online survey feedback from current students. The programme develops the reflective practices seen as important in all teacher education activities.

Table 4. Training For You – Teacher Aide, 2011-2014 (SAC-funded)

	2011	2012	2013	2014
Certificate in Guiding Children’s Behaviour (Level 3)				
TEC target	70%	70%	70%	72%
Course completion	80%	63%	80%	72%
TEC target	55%	70%	75%	77%
Qualification completion	100%	100%	100%	84%
Māori learner qualification completion	67%	100%	100%	60%
Certificate in Assisting Children with Special Needs (Level 4)				
TEC target	n/a	70%	70%	72%
Course completion	n/a	90%	91%	100%
TEC target	n/a	70%	75%	77%
Qualification completion	n/a	100%	100%	100%
Certificate in Supporting Literacy and Numeracy Achievement (Level 3)				
TEC target	70%	70%	70%	72%
Course completion	73%	85%	80%	100%
TEC target	55%	70%	75%	77%
Outcome qualification completion	100%	100%	100%	100%
Certificate in Teacher Aiding (Level 4)**				
	2012	2013	2014	2015
Qualification completion	3	6	5	7*

Source: Training For You reporting to TEC on plan commitments; *In progress;
 **Completed the three embedded certificates and met outcome qualification requirements.

The PTE also taught 47 Youth Guarantee learners in 2014, and their course completion was 72 per cent and qualification achievement 85 per cent. Forty-five per cent of these Youth Guarantee students were Māori. Comparable 2013 figures were 38 learners (40 per cent Māori), with course and qualification achievement of 72 and 56 per cent respectively. These results are well above the sector median for Youth Guarantee delivery for both years. (See also Findings 1.3 for student profile and Focus Area 2.5 Māori Learner Achievement.)

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 **Excellent**.

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

Training for You provides high-value outcomes for all stakeholders. Specific examples relating to focus area programmes include:

- Eighty-three per cent of the 41 graduates from the various Teacher Aide certificates for 2013-2014 are in related employment, and there is evidence that the qualification has led to graduates gaining a permanent position, or increased hours in some cases. More crucially, there is very strong evidence that graduates are applying their skills and knowledge within classrooms, directly supporting teachers and their students as per the programme's intention. The words of one student, in an unsolicited quote from an online survey, provide an accurate reflection of the tone of many other comments:

'The course has improved my self-esteem and given me more confidence in my methods within my teacher aide work. It has given me insight into the differences in cultures and encouraged me to further my knowledge of the cultures of some of my students.'

- More than 85 per cent of the graduates of the Healthcare programme achieved the National Certificate in Health, Disability and Aged Support (Foundation Skills) Level 2 since it commenced in 2014. This is the most commonly required entry-level qualification for a range of caring occupations. Most of these students were classified by MSD as having a high likelihood of Long Term Benefit Receipt.³ Twenty-six per cent have since been able to find employment locally in a care-related job. A few others are now using their skills to provide care for elderly or invalid dependants. The PTE is working actively with graduates, local industry and Work and Income to further strengthen employment outcomes. This was confirmed with these groups.
- As outlined in Findings 1.1 (Table 2), Training For You literacy provision is assisting many students (both in work and unemployed) to strengthen their literacy and numeracy skills, and gain greater confidence to participate both in the workplace and in society. Over 80 learners also gained credits in unit standards directly relating to their workplace requirements, added value not being required under the funding contract. Workplace course content is routinely aligned with actual workplace requirements and scenarios,

³ This rating is used as a proxy to measure work-readiness among clients.

assisting with transferability of skills. High-quality evaluative reporting is informing employers of the content, process and outcomes of each course.

- The outcomes from the Workplace Literacy programmes are valued by employers whose specific workplace needs are being met. Employers interviewed by the evaluators gave examples of employees whose literacy had improved to the point where they were able to suggest improvements to workplace practice and instructions.
- Numerous examples were captured in the PTE's self-assessment documentation (in particular, within graduate outcome cases studies) describing significant life changes and progression towards higher qualifications.
- The PTE's active and ongoing engagement with local tertiary institutes in facilitating and promoting learning pathways is also notable.⁴ Examples include pathways from Training For You to nursing programmes and business-related qualifications locally. The PTE also has an employment services team, available to assist all students with these transitions to work.

Each programme's annual programme evaluation report specifically addresses this key evaluation question around value for stakeholders. There is documented follow-up with graduates and employers (by phone survey in many cases) to gain an understanding of their current circumstances to contribute to evaluating performance against the question. The PTE's own evaluation activities are increasingly rigorous, are detailed, and are deliberately well aligned with the intent of NZQA's evaluative quality assurance framework.

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 **Excellent**.

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

Training For You demonstrates particular ability to match programmes with a diverse range of learner and stakeholder needs. Across the campus-based, online distance delivery and work-based training, this evaluation found consistently strong educational performance around matched needs.

The PTE has a student profile which can be generally characterised as having some or all of the following features: low or no formal qualifications; require

⁴ In 2013, Training For You collaborated with other sector groups to produce the booklet *Te Hōtaka Kōwhiringa Ako ki Whanganui – Programme Directory of Learning Opportunities in Whanganui*.

assistance to strengthen literacy and numeracy skills; left school early; are caregivers to children or elder family members; have experienced periods of unemployment, or are actively seeking to improve their employability. The programmes on offer at the PTE are designed and funded to assist all learners along an appropriate pathway towards greater self-confidence, skill development, financial independence, and sustainable employment. There is ample evidence available that the PTE effectively contributes to each of these goals and that in many cases the value of the outcomes for key stakeholder and learners is excellent. Teaching and learner support staff are well matched to programme and hence learner need.

Online, flexible delivery clearly suits many students. Most graduates of the Teacher Aide qualifications have achieved them while volunteering or working part-time in a relevant role, reducing the overall cost of studying and providing a context for their learning. This is reflected in their feedback in student surveys, which generate a high rate of response.

The quality and effectiveness and effort of gaining critical feedback from students is a central feature of self-assessment at the PTE. When coupled with ongoing formal and informal networking with stakeholders⁵, this ensures good alignment with needs. NZQA approvals and accreditation records indicate regular programme maintenance, with the changes occurring indicating refinement as required.

A few specific examples of changes since the last EER to match needs include:

- Increased expenditure and updating of IT resources available to students and tutors, including laptops and tablets. Investment in resources is occurring.
- Working with the local institute of technology and polytechnic to better align the business administration programme pathway. Graduates are progressing to higher levels.
- Recruiting and retaining more Māori women on the Women in Learning Intensive Literacy and Numeracy programme. Numbers of Māori women doubled between 2011 and 2014, rising to 80 per cent of participants. Completion rates also increased in this period. This contributes directly to iwi and government educational goals. Likewise, the similar Tangata Toa programme designed for men with low literacy and numeracy ability, low self-esteem and/or low self-confidence.
- Developing a workplace assessor-specific NCALNE programme to supplement the successful tertiary tutor-specific offering.

⁵ For example: Ako Aotearoa, equine organisations such as New Zealand Pony Club Association, iwi trusts and business entities, Whanganui District Education Trust, Whanganui Tertiary Education Collaboration, Whanganui and other secondary schools, Whanganui Employers Chamber of Commerce.

As noted in Findings 1.4, embedded literacy and numeracy approaches, and efforts to build internal knowledge and capability to better match Māori learner needs, are also reflective of excellent practice and ongoing improvements under this key evaluation question. Solid approaches to self-assessment – ranging from structured teacher observations and planned professional development, through to identification of success factors with staff and incorporating these into planning – underpin these initiatives. Employer surveys and workplace feedback on literacy programmes provide a channel for external perspectives to be captured.

Training For You has a good record of meeting NZQA requirements on a consistent basis. The PTE also has a good record of delivery against the expectations of the funders, and where performance has not been strong the PTE has either addressed the issue or removed themselves from that scope of delivery.

1.4 How effective is the teaching?

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

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

Teaching at Training For You is learner-centred and effective, and staff are supported to continue their development as adult educators. Consistent or strongly improving educational achievement across a diverse range of programmes catering to a diversity of learner needs is strongly indicative of excellent teaching practice (as outlined under Findings 1.1 and 1.3).

Engagement in effective pre- and post-assessment moderation, providing evidence that assessment is both learner-centred and also valid, also supports this finding. Teachers at the PTE are suitably qualified and are all involved in ongoing professional development. Remote staff, for example (contractors and those in other centres), are supported by well-managed contracts and opportunities for regular engagement with other teaching staff.

The PTE has a very clear picture of what teaching excellence looks like within each programme context. Understanding and use of embedded literacy and numeracy teaching strategies have credibly reached a ‘mature’ level⁶, as asserted in the PTE’s investment plan with the TEC. This embedding of literacy is particularly important for matching the needs of many Training For You students. The delivery of the NCALNE qualification by the PTE indicates internal expertise, and is a platform for sharing practice with other educators. Two tutors were recognised for their expertise by a sector group in 2013 and in 2014.⁷ An active community of

⁶ A TEC (2013) publication of research proposed emergent, partial and mature embedded practices: [Literacy and Numeracy Professional Development Research Findings](#).

⁷ ITENZ Tutor of the Year Awards.

practice exists at the PTE, and appropriate methods of coaching and performance appraisal are in use.

Feedback from students is routinely sought, informally and formally. The student focus group evaluations are a particularly effective method and are yielding wide-ranging and detailed feedback which is responded to by management and/or staff. These focus groups are facilitated by an independent non-staff member using a standardised approach. Focus groups evolved from a desire to obtain more actionable feedback than that provided only by surveys. Examples of changes occurring included re-sequencing of content in the Healthcare programme; implementation of attendance strategies specifically designed for priority group learners; and increased resourcing for one-to-one tutor contact time for priority group learners. Where feasible, action is taken in response to student feedback, and record-keeping around these processes is very clear.

Students interviewed by the evaluators gave extensive commentary on the availability and professionalism of teaching staff. The layout and quality of classrooms are conducive to a welcoming learning environment, and campus facilities overall are of a high standard. Similarly, the online learning environment is well constructed and easy to follow. Students made specific comment on these aspects, and this was supported by extensive collated survey feedback.

More recently, the PTE has been building internal capability around Mātauranga Māori, bicultural skills and knowledge, and linking programming to iwi aspirations. These efforts are being well resourced and effectively woven into delivery and self-assessment. They are particularly relevant themes to this PTE and its locality.

The Supporting Excellence strategy and associated staffing plays a particular role in supporting consistency, encouraging varied approaches to teaching, and assisting with academic quality assurance. The work of this group was seen by the evaluators as significant and effective in linking a range of organisational objectives and stakeholder requirements to the ongoing conversations around teaching and pastoral care. This is particularly important given the breadth of teaching and the relative size of the PTE. Where performance varies, or issues arise in relation to teaching and learning, suitable mechanisms exist to identify and correct these.

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 **Excellent**.

The student profile described under Findings 1.3 provides a basis for understanding the guidance and support needs of the PTE's students. These needs vary greatly, from relatively autonomous, employed students studying at a distance (e.g. Teacher Aide and Equine), early leavers from secondary school (Youth Guarantee), learners with special needs on Intensive Literacy and

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Numeracy programmes, and mature students seeking qualifications for employment. Across these diverse groups, very few gaps were identified by the evaluators, and effective practices and good resourcing are supporting most learners to achieve. The extent of the guidance and support does vary in extent in relation to programme (and student) needs.

Direct and clear guidance is provided by the PTE's website, course outlines and by their contribution to Whanganui's *Directory of Learning Opportunities*. Post-programme support is available through the PTE's employment services, and the employment coordinator office makes available information on local employment openings to all students. Policies relating to programmes, assessment, fees and related areas are provided to students. There have been developments and improvements in these aspects of student guidance since the last EER and the subsequent validation visit.

On campus, tutors have dedicated non-contact time to provide pastoral care. The availability of a social worker on site is also an improvement, allowing some separation between the tutor role and support needs that are more complex and may require external referral. The social worker has particular knowledge in relation to tikanga and kaupapa Māori approaches, which is aligned with the PTE's aspiration to lift Māori learner achievement. She is also well connected with local marae. The incorporation of cultural practices, including powhiri processes, at the PTE has been well supported by external mentors, and the PTE's practices are also apparently informed by Ako Aotearoa publications relating to Mātauranga.

Another area of improvement arising from self-assessment is more effective tracking of students in regard to their assignments and progress. This was generated from the Teacher Aide programme, and after testing and review was adopted by NCALNE as best practice. It is still being used and has proven to be very effective in ensuring progress reporting is accurate and that students are effectively supported, particularly in distance delivery.

More consistent success in Youth Guarantee programme delivery; achieving parity of achievement for all learner groups; and further embedding several of the strategies and changes relating to this key evaluation question are warranted. Self-assessment of the impacts of support and guidance is good, and the identification of areas which need to be strengthened is also candid and accurate. There are no major apparent deficiencies, but there is room for stronger performance under this key evaluation question to better or more obviously align with the high quality of the teaching practices. In this context, this would be evidenced by improved outcomes for all learner groups.

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

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

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

Training For You has a clear and well-documented purpose and direction. The leadership of the PTE is highly effective in communicating this to staff and stakeholders. Effectively led capability-building around organisational development, self-assessment tools and approaches, and heightened engagement with stakeholders contribute to a healthy, growing and effective education provider. Strategy, organisational structure and educational processes have been reviewed and adjusted as required, leading to wide-ranging, worthwhile improvements and exemplary performance in numerous areas. In at least one case, funding has been declined by Training For You based on the analytical and strategic thinking being used.

Since the last EER, the organisational design of the PTE has been adapted. The input by three external consultants (who act as an advisory board) has assisted the managing director of the PTE to refine numerous aspects of governance and strategy. Direct results of this work include new management appointments (an education manager and an operations and assurance advisor), the implementation of the Supporting Excellence strategy, and review of the board charter and frequency/theme of meetings. The apparent effectiveness of these changes has been highlighted under other key evaluation questions.

The board is clearly informed about educational performance and funder requirements. There is appropriate separation of governance and operational leadership, and critical review of decision-making and planning is occurring. The organisational structure seems appropriate to the scale of the PTE, and the majority of staff are employed in teaching and/or student support roles. Functional analysis of all staff roles in relation to responsibilities and accountabilities has contributed to refining the structure and appointing new staff. The mid-year, two-day company retreat for all staff includes operational as well as educational content. According to records sighted by the evaluators, these meetings have also been important to capability-building around internal evaluation (self-assessment). A key theme of linking the strengthening of the organisation to strengthened learner achievement and outcomes was very apparent at this EER.

Particularly notable self-assessment activities included:

- Well-developed, peer reviewed annual programme evaluations, which include analysis of a range of important and accurate performance data.
- Student focus group evaluations yielding wide-ranging and detailed feedback, which is responded to by management and/or staff.
- Detailed and user-friendly reports on Workplace Literacy delivery.

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- Detailed reporting and analysis of internal and external moderation findings and outcomes.
- Management-led strategy and planning activities with a strong organisational development focus.

These self-assessment efforts have also led to improved educational outcomes since the last EER. The PTE has, for example, a clearer knowledge and understanding of what difference it is making and why; maintenance of programme relevance occurs as a result of review; and there is evidence of maintained high performance, improvements in weaker programme areas, and better capture of graduate outcomes as a result.

The PTE is working from a premise that it is 'consciously building a stronger future'. This viewpoint is reflected in both the rigour and the effects flowing from the PTE's current approach to evaluation.

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 **Excellent**.

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

2.2 Focus area: Teacher Aide

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

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

2.3 Focus area: Workplace Literacy

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

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

2.4 Focus area: Healthcare

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

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

This programme is of genuine value and is performing well in all respects, but has yet to come close to the funder target for employment outcomes. The evaluators accept that this may be a function of the size of the local labour market. For those that participate, the course content – First Aid certification and (potential) achievement of an industry-recognised national certificate in a relatively short-duration programme – provides excellent value. As with other programme areas, the PTE's comprehensive approach to evaluation, review and performance appraisal is very effective in this focus area. It is a relatively new area of delivery, and the programme has gained credibility with industry in a relatively short timeframe.

2.5 Focus area: Māori Student Achievement

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

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

Currently, around 35 per cent of the total enrolments at Training For You are Māori students. In focus area programmes, for example, this varied from 57 per cent in Healthcare, 34 per cent in Workplace Literacy, and 22 per cent in the SAC-funded programmes (2014 data).

Course and qualification achievement varies but is at least good, and in some programmes is excellent. The PTE has good evidence of Māori learner performance, although the evidence base (hard data) had some gaps prior to 2014. The most recent PTE evaluation/data reports are particularly robust, are generally well understood by staff, and certainly provide excellent benchmark information moving forward. Since the last EER:

- Qualification achievement by Māori students in Teacher Aide qualifications is exemplary, with 100 per cent completions from a small number of students (i.e. fewer than 20).
- Achievement of the National Certificate in Health, Disability and Aged Support (Foundation Skills) by Māori students in Healthcare is very good, with 12 completions representing 67 per cent of the Māori cohort. Notably here, qualification achievement is not a funder target but is intended to add value to the learning. Similarly, use of the national assessment tool data indicates that a high proportion of students improve their literacy and numeracy during the programme. As stated in Findings 1.1, employment outcomes of 26 per cent are below the MSD target of 64 per cent.
- Achievement data for the Workplace Literacy and the associated Women in Learning and Tangata Toa campus-based literacy programmes,⁸ show high participation by Māori and Pasifika with literacy needs. Funder targets are met or exceeded, and measurable gains, again using national assessment tool data, are very high (refer Findings 1.1, Table 3.)
- Qualification achievement by Māori students in the Youth Guarantee-funded programmes is good but still improving in this relatively new programme area. Of 85 students in 2013-2014, over 40 per cent were Māori and around 60 per cent of these completed one or more of the qualifications on offer.
- Participation and completion of the available 100 learning hours by Māori women on the Women in Learning programme has increased, as has participation and achievement by Māori learners on the Business Administration programmes.

⁸ Funded from the TEC's Intensive Literacy and Numeracy pool.

The evaluators found solid evidence that the PTE is serious in recruiting staff with particular expertise, adapting approaches and resourcing professional development activities for all staff to ensure parity of opportunity, and to seek success for all learners. Māori stakeholders spoken to during this evaluation indicated that these actions were genuine, notable and much welcomed in the Whanganui rohe. Some outstanding examples of individual learner progress through a qualification pathway at Training For You and on to sustainable career roles were provided, as were testimonials and evidence of linkages to wider Māori educational and economic initiatives. The PTE shows increasing capability and commitment to understanding and meeting the learning needs of its taura, but has more to do here.

Recommendations

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

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).

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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