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# External Evaluation and Review Report

Training For You Limited

Date of report: 5 August 2019

# About Training For You Limited

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*Training For You provides programmes at levels 1-5 through online learning, workplace delivery and on-campus classes. There is a focus on second-chance learners with high learning needs and often significant social needs.*

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Type of organisation:	Private training establishment (PTE)
Location:	144-152 Ingestre Street, Whanganui
Code of Practice signatory:	No
Number of students:	Domestic: for 2018 approximately 850 (164 equivalent full-time students including subcontracted delivery)  33 per cent of students are Māori and 8 per cent are Pasifika  International: nil
Number of staff:	14 full-time equivalents
TEO profile:	<u><a href="#">See: NZQA – Training For You Limited</a></u>  Since the last external evaluation and review (EER), the ownership of Training For You has changed and some key staff positions are shared with another PTE with the same owner. Also since the last EER, student numbers have dropped significantly and the PTE has recently been restructured to ensure its viability.
Last EER outcome:	Highly Confident in both educational performance and capability in self-assessment
Scope of evaluation:	Focus areas for the evaluation are: Working with Children (Level 3) leading to the award of the New Zealand Certificate in Early Childhood Education and Care (Level 3); Workplace Literacy and Numeracy; Healthcare (Level 2) leading to the award of the New Zealand Certificate in Health and Wellbeing (Level 2)
MoE number:	9918
NZQA reference:	C34798
Dates of EER visit:	11-13 June 2019

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# Summary of Results

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*Training For You provides significant benefits for learners and employers through the development of industry-relevant skills and the personal attributes of learners. Self-assessment is generally effective but there are opportunities for improvement.*

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## **Confident in educational performance**

- A strength of Training For You is the high value of the outcomes for graduates, employers and the community, which include the development of relevant skills and graduates' personal attributes, and community benefits.
- Management has recently implemented significant restructuring and change while maintaining the quality of educational provision.
- The impact of several important changes is not yet fully evident, although there is strong evidence that performance will be maintained and improved.

## **Confident in capability in self-assessment**

- Student achievement is generally strong and course completion rates have been steadily improving.
- Overall course completion rates for Māori students are lower than those of other students, although in some programmes there is parity of achievement.
- Experienced, qualified staff provide support and educational opportunities that motivate and engage learners. There are high levels of student satisfaction and a strong sense of community in class groups.
- Student needs are well understood and generally responded to well.
- Self-assessment is well embedded in the organisation; however, analysis of data, particularly at the institutional level, could be strengthened.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Training For You has a focus on second-chance learners with high learning and often significant social needs. Generally, students achieve well. This is demonstrated by high course completion rates for most programmes, gains in literacy and numeracy and personal growth as noted by students, teachers and stakeholders. Overall course completion rates have been increasing over the last three years (see Table 1, Appendix 1). The rate for Māori students has also increased, but not quite at the same rate as others. Reasons for this are not well understood by Training For You, and better analysis of the data may improve understanding and enable more targeted and interventions.</p> <p>For the 2017 year, the Tertiary Education Commission noted that Training For You had failed to deliver as per their commitments for course and qualification completions. Subsequently Training For You stopped enrolment in most of the identified poorly performing programmes and this has contributed to the improved course completion rate.</p> <p>Literacy and numeracy development is successfully embedded in programmes, with most students showing gains in the short time they are at the provider. For example, in the 12-week health care programme for 2018, 8 per cent of students showed a significant increase in literacy and 92 per cent showed some increase.</p>
Conclusion:	Students achieve well; however, a gap between Māori achievement and that of other students persists. Self-assessment would be strengthened by improved analysis of data.

<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.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The programmes provided by Training For You deliver significant benefits for learners and other stakeholders. This is particularly impressive given that most students are second-chance learners and programmes are relatively short (less than six months). Students are well equipped to enter the workforce or to engage in further study through the health care (level 2) and early childhood programmes. For example, over 80 per cent of the 2018 health care graduates found related work. However, due largely to the nature of the industry, this was mostly part-time work and did not contribute to meeting the employment targets in the Ministry of Social Development (MSD) contract. Nevertheless, MSD staff were positive about the programme, noting the positive change in learners and that a significant number of graduates subsequently reported gaining an income. An important outcome for the early childhood programme is a pathway to further study and potentially registration as a teacher. The provider of a pathway programme in the region was confident in the graduates and particularly noted their high level of practical skills.</p> <p>Graduates also report significant personal value such as skills to care for elderly parents, increased confidence and parenting skills.</p> <p>For the workplace literacy programme, a wide range of benefits to employers has been documented in impact reports and confirmed by employers. These benefits include improved communication, engagement of staff, increased productivity and a reduction in disciplinary meetings. Graduates reported increased confidence and an improved ability to express and resolve workplace issues. Training For You has a good understanding of the value of outcomes. Good engagement with industry and learners and knowledge of graduate destinations are key contributors to this.</p>
Conclusion:	The value of outcomes for learners, employers and other stakeholders is high and there are good processes in place to maintain and improve on this.

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### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Training For You has a very good understanding of student needs and responds appropriately to them. Knowledge of student needs is gathered in various ways, including surveys, focus groups and individual student-teacher interactions. Examples of the organisation's response to issues identified include improved computer resources and, in one case, additional teacher training.</p> <p>Programmes are well matched to industry and student needs. Teaching and programmes are effective in engaging and motivating the students. Strong engagement with industry and providers of further training is used to ensure that the programme content and delivery meet their needs. Work placements are provided for both the early childhood and health care programmes. This ensures students develop the practical skills required and helps maintain programme currency. An online version of the early childhood programme has been developed to meet the needs of those unable to attend campus-based classes. Students commented very favourably about the online resource and the flexibility it afforded them.</p> <p>Workplace Literacy and Numeracy programmes are individually developed with each employer to best meet their needs. Where possible, measures specific to the programme aims are developed and measured. For example, a programme aimed at reducing workplace issues through improved communication measured the number of disciplinary meetings over time and noted a significant reduction. Moderation generally demonstrates that assessment is appropriate. External moderation has identified some issues in the assessment of a small number of unit standards. This has been responded to by providing staff training and monitoring, and oversight of assessment has been strengthened across all programmes.</p>
Conclusion:	The needs of learners and other stakeholders are clearly identified and responded to. This ensures that students are engaged in learning that is aligned with the needs of employers.

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## 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Many students at Training For You are second-chance learners who have experienced barriers to educational success, and many have complex needs. As stated in 1.3, student needs are well understood. Support for students is primarily provided by the teachers, with students also able to approach other identified staff members if needed. This is a relatively new approach to the provision of support implemented as part of the restructuring in late 2018. Both students and staff said this was an effective way to provide support as tutors were highly engaged with the students and trusted by them. This model of support relies heavily on trust and the relationship between the student and teacher, which was evident in the focus areas of this evaluation. However, if required, students may get support from other staff if they feel their tutor support is not appropriate. Support is supplemented by the use of external agencies when the support required is beyond Training For You's capability.</p> <p>Individual student progress is monitored by the tutor and the education team leader at regular meetings and, when appropriate, an action plan is developed and implemented. When required, academic support is provided through individual time with the tutor or additional classes. Students are positive about this and the availability of teachers.</p> <p>Work placements are well used not only to develop work-ready skills but also to give students exposure to potential employees and build industry contacts in a supported environment. Both students and employers valued this aspect of the programmes.</p>
Conclusion:	Students are well supported and learning environments are successfully developed to engage students in their learning.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>This evaluation was conducted at a time of significant change at Training For You. A change of ownership, falling student numbers and the financial implications of this resulted in a restructuring of the organisation to ensure its sustainability. Early indications indicate that the restructuring is having the desired impact. The change process has been well communicated to staff and has been achieved with minimal, if any, impact on student learning. This attests to the robustness of the systems and processes in place. Key to the changes is the sharing of some roles and expertise with another private training establishment with the same owner. This is having a positive impact on both academic leadership and management.</p> <p>Along with the restructuring, other significant changes have been implemented. For example, there has been an extensive review and redevelopment of policies. Following reflection on the effectiveness of the previous staff appraisal system, a new system has been put in place. These changes are relatively new and, while they are soundly based, their effectiveness is not yet evident.</p> <p>Staff are clearly valued, and development opportunities are made available. These opportunities could be more targeted if they were linked to staff appraisal.</p> <p>Self-assessment is effective at the programme level, but there is a weakness in the analysis of data for self-assessment at the institutional level. For example, the evaluators were provided with several sets of inconsistent data related to course completion. Better use of data would enable better understanding of the issues and better targeting of resources. Management is aware of this gap in reporting and analysis of data and sees replacing the student management system as an important step in resolving this issue.</p>
Conclusion:	Significant organisational change has been made recently to ensure sustainability while maintaining the quality of educational provision. The effective use of data is a weakness in institutional self-assessment.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Training For You has appropriate systems in place to manage compliance accountabilities, and currently these are implemented effectively. However, since the last EER, management of compliance has not always been as effective. For example, in 2017 the Tertiary Education Commission audit identified several issues including delivery of a programme with significant changes that had not been approved.</p> <p>Policies and procedures have recently been reviewed and redeveloped to match the new organisational structure, improve processes and reflect changes in the regulatory environment. The chief executive and owner are aware of their compliance obligations and maintain an annual calendar of compliance activity to ensure requirements are met on time. There are good processes for communicating requirements to staff, and staff members spoken to in the course of this evaluation were aware of the compliance matters that affected them.</p> <p>Reflection on how compliance is managed in the PTE has resulted in initiatives that should strengthen compliance management. For example, the recently adopted internal audit policy and the extensive internal audit schedule have the potential to make a significant contribution to the monitoring and management of compliance when it is effectively implemented. The moderation system has also been strengthened.</p> <p>During this evaluation, no compliance-related concerns were identified.</p>
Conclusion:	Training For You is effectively managing compliance and is currently implementing systems to strengthen this.

# Focus Areas

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

## 2.1 Focus area: New Zealand Certificate in Early Childhood Education and Care (Level 3) (Online and On-campus)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>

## 2.2 Focus area: Workplace Literacy and Numeracy

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>

## 2.3 Focus area: Healthcare (Level 2)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>

## Recommendations

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

NZQA recommends that Training For You Limited:

- Strengthen analysis of data to better inform understanding of educational performance and inform improvements across the PTE; in particular in relation to the achievement and outcomes of Māori learners.

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

# Appendix 1

**Table 1. Overall course completion rates<sup>2</sup>**

	2018		2017		2016	
	Course completion	Number of students	Course completion	Number of students	Course completion	Number of students
All students	80%	130	78%	237	68%	301
Not Māori or Pasifika	87%	87	81%	140	75%	153
Māori	74%	47	69%	71	65%	113
Pasifika	100%	1	87%	15	51%	30

**Table 2. Focus area completion rates<sup>2,3</sup>, Working with Children (Level 3)<sup>2,3</sup>**

	2018		2017		2016	
	Course completion	Number of students	Course completion	Number of students	Course completion	Number of students
All students	95%	13	75%	47	57%	134
Not Māori or Pasifika	100%	8	64%	38	64%	81
Māori	87%	5	64%	12	53%	37
Pasifika		0	80%	5	16%	16

**Table 3. Healthcare (Level 2)<sup>2,3</sup>**

	2018		2017		2016	
	Course completion	Number of students	Course completion	Number of students	Course completion	Number of students
All students	96%	36	98%	38	91%	31
Not Māori or Pasifika	99%	22	97%	29	92%	19
Māori	94%	18	100%	9	87%	14
Pasifika		0		0		0

<sup>2</sup> Data provided by Training for You; excludes Intensive Literacy and Numeracy, Workplace Literacy and Numeracy, ACE, STAR and subcontracted delivery.

<sup>3</sup> Focus area data refers to both National qualifications and their replacement New Zealand qualifications.

# Appendix 2

## Conduct of external evaluation and review

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

### *Disclaimer*

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

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

- *Identify organisational fraud<sup>4</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>4</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

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

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

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

*Final*

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