



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Training For You Limited

Date of report: 1 August 2023

About Training For You Limited

Training For You provides foundation education and support for domestic students 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.

Type of organisation:	Private training establishment (PTE)
Location:	144-152 Ingestre Street, Wanganui
Eligible to enrol intl students:	No
Number of students:	Domestic: <ul style="list-style-type: none">• 113 (33 equivalent full-time students) on qualification-based programmes (approximately 28 per cent Māori, 12 per cent Pasifika. The numbers of students with disabilities is not collected.)• 950 learners on Adult and Community Education and community courses International: nil
Number of staff:	Four full-time; nine part-time
TEO profile:	See Training For You on the NZQA website.
Last EER outcome:	The previous external evaluation and review (EER) of Training For You, held in June 2019, resulted in summative judgements of Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	The current EER looked at the following focus areas: <ul style="list-style-type: none">• New Zealand Certificate in Education Support (Level 4) [ID: 122415/1] [Qualification ref# 2761]. This programme is delivered online and is Training For You's largest qualification-based programme by student number.• New Zealand Certificate in Health and Wellbeing (Level 2) [ID: 120956/2]

[Qualification ref# 2469]. This programme is offered at both Whanganui and Porirua campuses.

MoE number: 9918
NZQA reference: C53097
Dates of EER visit: 23-25 May 2023

Summary of results

There is clear and comprehensive evidence that Training For You is providing quality education and training leading to positive outcomes for its students, industry and the community.

Highly Confident in educational performance

- Students are achieving qualifications and gaining relevant skills and knowledge. Priority groups – Māori, Pasifika and students with disabilities – are all doing well and, in some cases, achieving above their cohort average.
- Training For You is collecting useful data on student achievement and is building capability in understanding it and further analysing what contributes to the PTE's good performance.

Highly Confident in capability in self-assessment

- Employment outcomes for graduates of qualification-based courses are high. This indicates that Training For You is producing graduates with the skills and technical knowledge that employers value, and that the programmes are maintaining relevance to stakeholders and students. Destination tracking is effective at providing Training For You with outcome information and in gathering useful feedback from stakeholders for review purposes.
- Training For You regularly reviews and updates its programmes to meet the emerging needs of stakeholders. The PTE relies on its long-established relationships with stakeholders to canvass their views on the relevance and value of the programmes.
- There is widespread and embedded commitment to the success and wellbeing of all students. Student learning goals are well understood, and staff show a good deal of passion and commitment to ensure that those learning goals are met.
- The organisation is well managed and has a clear philosophy and purpose that is reflected throughout its campuses. Activities are well resourced. Important compliance accountabilities are being well managed.

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- Self-assessment at Training for You is ongoing, authentic and transparent; findings are being used insightfully to bring about worthwhile improvements.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are improving their wellbeing and acquiring useful skills and knowledge, including transferable skills such as teamwork, communication and confidence. Importantly, students' strengths are identified and validated, and they plan for their future education and other priorities with confidence.</p> <p>Qualification completion over the past four years is hovering around 80 per cent², with a few outliers in 2020/21 put down to the fallout from the Covid pandemic. Programmes that are not qualification-based are measured by the willingness of students to maintain good attendance rates and/or the total hours attended.</p> <p>Consistency in attendance is good at approximately 80 per cent. This gives students the opportunity to gain skills and confidence and be immersed in the positive and engaging learning environment at Training For You. Non-attendance is followed up appropriately as required and seeks to identify and address the reasons why students may not be attending classes.</p> <p>Staff at Training For You demonstrate a good understanding of and commitment to the factors that lead to student achievement, and regularly discuss ideas for improving achievement. The PTE has weekly staff meetings where ideas for improving course delivery and student achievement are discussed and agreed.</p> <p>Ākonga Māori make up approximately 24 per cent of the total student cohort (in 2022), predominantly in on-campus programmes. Completion rates for ākonga Māori and Pasifika students are above the general cohort. Māori and Pasifika are under-represented in some programme areas, for instance the</p>

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

² Refer Appendix 1.

	<p>New Zealand Certificate in Education Support. This has been identified by the PTE and work is in progress to determine whether this is an issue needing address.</p> <p>A significant number of students at Training For You present with, or are identified during their programme as having, some form of learning, psychological and/or physical disability. The PTE provides sound support for these students. Training For You has tracked achievement rates for students with disabilities across programmes. There is work in progress to further define and identify students with disabilities to meet the requirements of the Tertiary Education Commission's disability action plan.</p> <p>Training For You has a large amount of achievement, attendance and satisfaction data – the diverse and flexible nature of the programmes they deliver sometimes makes it difficult to produce simple and succinct achievement information. Understanding and analysis of data and presentation in such a way that staff can recognise trends to inform evidence-based improvement strategies is work in progress.</p>
Conclusion:	Students are consistently passing courses and achieving a qualification, as well as substantial personal benefit and growth. Training For You has a strong focus on student achievement, and staff understand the variables that influence it.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Employment outcomes for graduates of qualification-based courses are high, often in areas of identified skill shortages such as aged care and hospitality.</p> <p>This is supported by Ministry of Social Development reporting that almost all graduates of the New Zealand Certificate in Health and Wellbeing gain employment, either full-time or part-time, during the programme or shortly after. Healthcare</p>

	<p>employers report that they value the work placement component and regularly employ students who have been placed with them.</p> <p>Students on the New Zealand Certificate in Education Support are required to be in paid or voluntary employment as a teacher aid throughout their programme. All of these students continue in these or expanded roles after gaining their qualification.</p> <p>The examples above indicate that Training For You is producing graduates with the skills and technical knowledge that employers value, and that the programmes are maintaining relevance to stakeholders and students.</p> <p>Destination tracking is effective. All graduates are contacted six months and one year post-graduation. The process has recently been enhanced by aligning the engagement with the graduate profile outcomes of the qualifications.</p> <p>Feedback from schools indicates that school students are realising excellent value from their study at Training For You. Students completing formal assessments are gaining qualifications and credits towards NCEA³, specifically the literacy and numeracy credits at levels 1 and 2. School staff report that students benefit from their experience and grow in confidence as a result. Schools appreciated the flexibility and student-centred approach that Training For You takes.</p> <p>Training for You has an extensive offering of workplace literacy and ACE⁴ courses offered nationally. The ACE provision is predominantly focussed on teaching New Zealand sign language which has experienced a significant increase in demand. Although not formally assessed, reports from stakeholders and ongoing high demand indicate strong value placed on the outcomes of these courses.</p>
<p>Conclusion:</p>	<p>Students at Training For You are gaining excellent value from their study by achieving or exceeding their academic, vocational and personal goals. Long-term relationships with stakeholders also signify that they value the outcomes for their respective industries and communities.</p>

³ Refer Appendix 1.

⁴ Adult and Community Education

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Training For You's efforts to meet the personal and academic goals of every student is an area of excellence for the organisation. Staff know the learners well and readily share their knowledge, and respond to changing needs through individualised programme design and delivery. The mix of programmes offered, the flexible approach to addressing individual needs, and the delivery style are relevant to the students, funding agencies and the industries they serve. The organisation is well attuned to the needs of the students through constantly seeking feedback from students, their whānau, schools, employers and other stakeholders. Activities at all levels of the organisation are strongly relationship-based.</p> <p>The aspirations and interests of all students are identified and documented through a 'pathways plan' and, where possible, staff structure their teaching to align with those aspirations. Students regularly reflect on their pathways plan with Training For You staff, which ensures that student learning needs are being identified, consistently monitored and well met.</p> <p>There is a whole-of-organisation commitment to continuously improving educational performance. Teaching and management staff regularly engage in focussed discussion about teaching practice and sharing ideas, experiences and knowledge through their daily interactions and staff meetings.</p> <p>Academic standards are clearly documented, understood and maintained across the organisation. The relationship with Capital Training⁵ has enhanced the sharing of academic understanding and processes. All staff are included in the regular review and updating of programmes, and there was evidence of strong internal and external moderation processes supporting sound assessment. Issues identified in 2021 with assessment and moderation in routine monitoring by NZQA have been rectified.</p>

⁵ Training for You is owned by Capital Training Ltd, Wellington. The two entities are managed independently but share resources and intellectual property.

	More importantly, these issues have been used as a focus to build capability in the organisation to avoid a repeat.
Conclusion:	Training For You's regular and ongoing interaction with its students and stakeholders – ensuring that programmes and activities meet the existing and emerging needs of students, families and industry – is a standout feature of the organisation.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students at Training For You receive active, integrated and ongoing pastoral and academic support from staff at all levels of the organisation. Intending students are carefully guided into courses appropriate to their aspirations and capabilities. The recruitment and enrolment process is comprehensive and student-centred, often involving multiple interactions with intending students, their whānau and support agencies, which ensures that students enrol in the right programme at the right time.</p> <p>Students complete a comprehensive orientation programme in their first few days of study. The PTE provides daily transport to and from study and supplies all study resources – this is appreciated by the students and contributes to their success.</p> <p>Attendance expectations are effectively communicated to the students and their families and are monitored closely by tutors and management, with timely and appropriate follow-up as required. The system, while firmly enforced, is supportive and seeks to identify and address the reasons why students may not be attending classes.</p> <p>There was clear evidence of good teaching practice at Training For You, provided by experienced and capable staff who are highly student-centred.</p> <p>The strong rapport between students and staff was evident from discussions and evaluation survey outcomes. Training For You listens and responds well to student views through a range of processes including regular surveys and focus group</p>

	<p>discussions using an independent facilitator. Student feedback about the organisation and teaching was all positive.</p> <p>The organisation has effective processes to review how well it meets the spirit and intent of the Code of Practice.⁶ Through its Code self-review, the PTE identified areas for further development and continues to address these. This includes delivering Code-related workshops for staff alongside other professional development targeted at enhancing student support; for example, mental health awareness and dyslexia identification and support.</p>
Conclusion:	Students at Training For You are experiencing a strongly supportive and student-centred learning environment within a reflective and committed organisational culture, ensuring its ongoing effectiveness.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Training For You is a private company governed by its single director. The director uses the capability of a governance advisory board⁷, who between them have strong educational, financial and governance expertise, and includes the company accountant. The collaborative relationship between Capital Training and Training For You enables a more comprehensive management and self-assessment regime than would normally be seen in a stand-alone organisation.</p> <p>The PTE is well managed and has a clear philosophy, purpose and values which are evident throughout the organisation. The Whanganui campus is welcoming and well resourced.</p> <p>Training For You employs qualified and experienced staff, whom it manages effectively and actively develops. Staff retention is high. Staff are valued for their expertise and are provided with</p>

⁶ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

⁷ Governance advisory board members are not directors of the company.

	<p>the right support and opportunities for professional development to support them in their roles.</p> <p>Training For You has well-established administration and management systems and procedures in place, with ethical practices. Decision-making is informed by effective data analysis and feedback from students and stakeholders. The comprehensive annual programme review process is typical of this inclusive decision-making.</p> <p>The organisation encourages reflection on its role to continue to make ongoing and continuous improvements to how it meets the needs of students and other stakeholders. Self-assessment is being well led by management.</p>
Conclusion:	<p>Training For You has a clear vision and understanding of its enterprise, and has strong leadership committed to providing effective support for educational achievement. Monitoring of performance within Training For You is regular, transparent and effective.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Training For You has a clear understanding of its compliance accountabilities and manages them effectively to ensure obligations are met and that all staff are aware of their part in compliance. Compliance is overseen by the campus manager using a detailed spreadsheet to identify, schedule, monitor and report on compliance obligations and risk.</p> <p>Indications of effective compliance management include:</p> <ul style="list-style-type: none"> • NZQA attestations and returns have been submitted within required timeframes. There is no recent 'risk' history with NZQA. • The courses at Training For You are being delivered consistent with their NZQA-approved programmes and training schemes. • The organisation has a number of funding partners, all of whom require regular evaluation and reporting. Training For

	<p>You has effective systems to ensure that these reporting accountabilities are met in a timely and accurate manner.</p> <ul style="list-style-type: none"> • Training For You is meeting its obligations with respect to the Code of Practice. Training For You submitted an attestation to NZQA that they had completed a self-review of their implementation of the Code within required timeframes. • All staff are police vetted to meet the requirements of the Children’s Act 2014.
<p>Conclusion:</p>	<p>Training For You has a clear understanding of its compliance accountabilities and manages these proactively and effectively to ensure obligations are met.</p>

Focus areas

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

2.1 New Zealand Certificate in Education Support (Level 4) [ID: 122415/1] [Qualification ref# 2761]

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Students are achieving well on this programme. ⁸ The delivery is flexible in line with the needs of students and their placements. Graduates and the education sector are receiving excellent value in this high-need area.

2.2 New Zealand Certificate in Health and Wellbeing (Level 2) [ID: 120956/2] [Qualification ref# 2469]

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Graduates and employers are getting excellent value from this programme. Most graduates enter into full-time or part-time work in what is an identified area of skill shortage. Work placements are well managed, and students receive wrap-around support from pre-enrolment through to employment.

⁸ Refer Appendix 1.

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.

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

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. Qualification and course completions by funding source 2019-22⁹

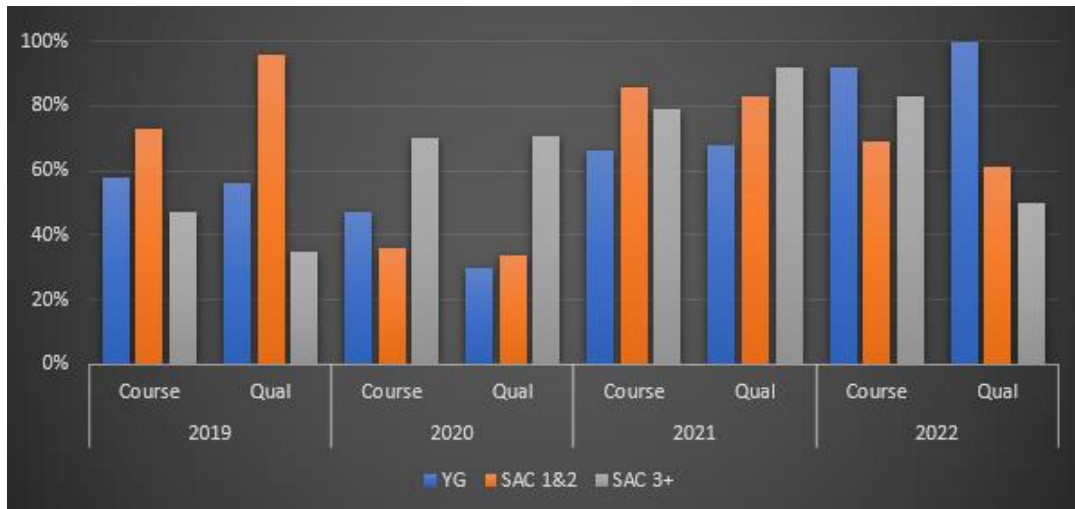
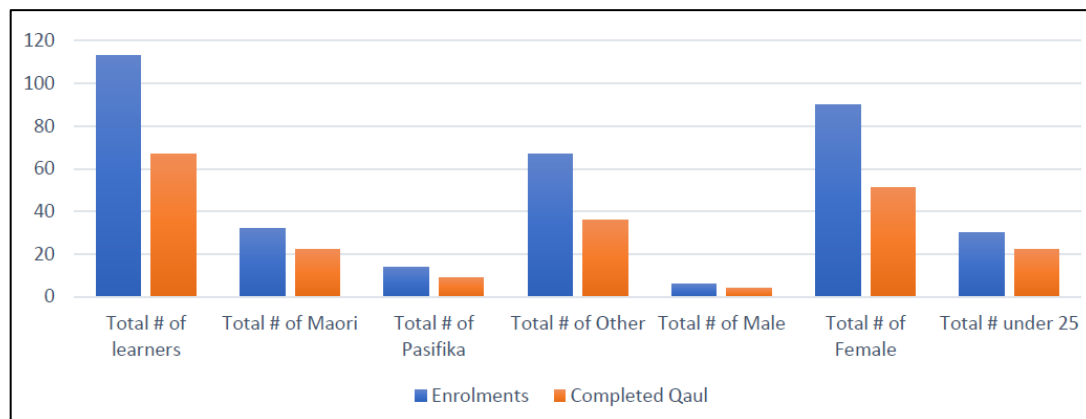


Table 2. Completion by student demographic; qualification-based programmes 2022



⁹ Data supplied by Training For You

Table 3. Enrolment and qualification completion – New Zealand Certificate in Health and Wellbeing (Level 2)

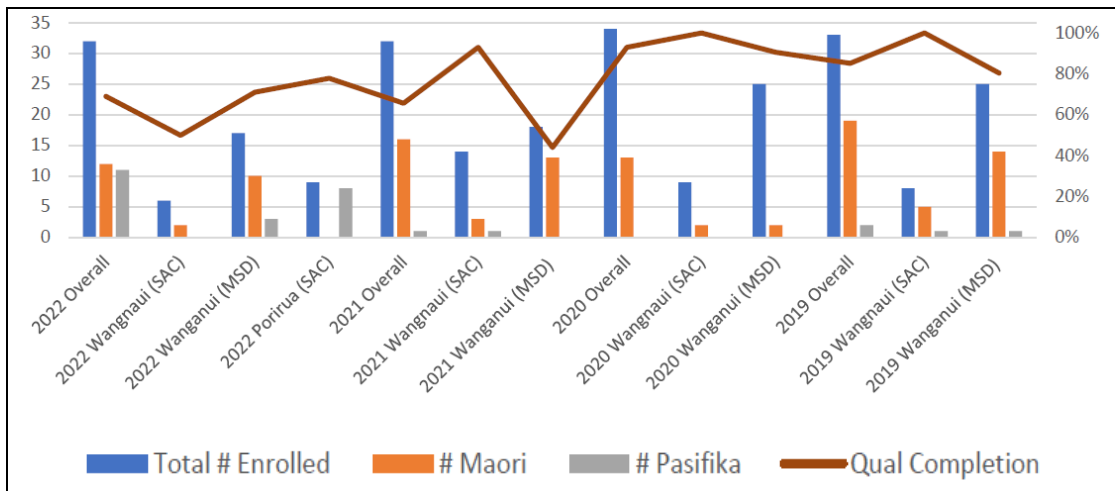
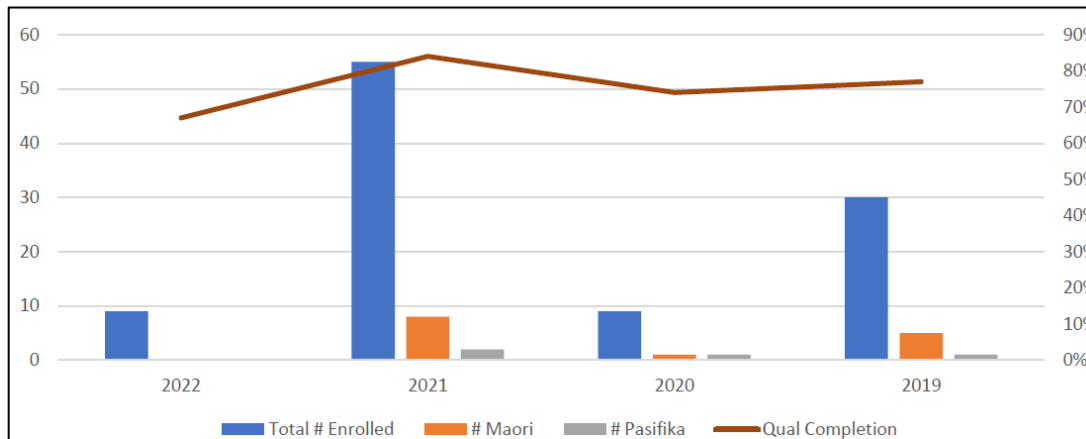


Table 4. Enrolment and qualification completion – New Zealand Certificate in Education Support (Level 4)



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 fraud¹⁰*
- *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.*

¹⁰ 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 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

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 2021. 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). 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz