

Report of External Evaluation and Review

People Potential Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 21 August 2013

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Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	People Potential Limited (PPL)
Type:	Private training establishment (PTE)
Location:	Whangarei and Kaikohe
Delivery sites:	17 Keyte Street, Kensington, Whangarei (main administrative office and delivery site) 3 Dickeson Street, Kaikohe
First registered:	31 May 1995
Courses currently delivered:	<ul style="list-style-type: none">• Focussed Foundation Training Opportunities (FFTO) – (Hospitality, Security, Computing, Fitting the Bill, Customer Service)• Youth Guarantee – (Sports and Recreation, Performing Arts, Forces Cadets, Computing and Administration, Hospitality, Retail and Customer Service)• Student Achievement Component (SAC) (fee paying) – (Hairdressing, Agriculture, Horticulture, Information Technology)• Training for Work (Work Based Training)• Alternative Education
Code of Practice signatory?	No
Number of students:	340 in total: Whangarei site – 286 students; Kaikohe site – 54 students

	(FFTO – 104 students; Youth Guarantee – 131 students; SAC – 53 students; Training for Work – 40 students; Alternative Education – 12 students)
Number of staff:	Full-time: Whangarei – 55; Kaikohe – four Part-time: Whangarei – one
Scope of active accreditation:	PPL has a range of consents to assess which are unit standard-based. The active domains and sub-fields include: Agriculture, Horticulture, Mathematics, Primary Sector, Retail, Distribution, and Sales, Supported Learning, Assessment of Learning, Business Administration Services, Business Information Management, Business Information Processing, English Oral Language, First Aid, Food and Beverage Service, Food Safety, Food Technology and Nutrition, Generic Computing, Hairdressing, Hospitality - Foundation Skills, Hospitality - Generic, Hospitality Operations, Interpersonal Communications, Introductory Communication Skills, Legal Studies, Non Specialist Security Functions, Personal Financial Management, Physical Education, Reading, Retail and Wholesale Visual Merchandising, Salon Skills, Security Staff Services, Self-Management, Service Sector - Core Skills, Service Sector Skills, Social and Cooperative Skills, Text and Information Management - Generic, Work and Study Skills, Writing, Core Driving Knowledge and Skills, Fitness Education, Food and Beverage Service, Food Services, Hairdressing, Hospitality - Specific Skills, Occupational Health and Safety Practice, Self-Management, Workplace Fire and Emergency Response
Distinctive characteristics:	PPL learners range in age from 13 on Alternative Education programmes through to mature students engaged in the programmes mentioned above. 79 per cent of current learners are Māori or Pasifika. 79 per cent of current tutorial staff are of Māori or Pasifika affiliation.
Recent significant changes:	A significant change that has affected PPL training has been the reduced length of training time offered to FFTO learners (from year-long

programmes to 26 weeks).

Youth Training funding, which required a 20-credit average achievement, has been replaced by Youth Guarantee, which has the same 120-credit structure as SAC funding.

Two private training establishments, Northland Hairdressing Training Centre and Ruraltec, have been amalgamated with PPL over the last three years.

Previous quality assurance history:

At the previous quality assurance visit by NZQA, an audit in August 2009, PPL met all requirements of the standard then in place.

NZQA moderation results for 2012 had areas for improvement and these have been addressed. PPL has also implemented an internal improvement plan.

PPL is engaged in and meeting the external moderation requirements of the Hairdressing Industry Training Organisation (HITO). PPL is also engaged in and meeting the external moderation requirements of the following standard-setting bodies: EmQual, Forest Industries Training Council (FITEC), Primary ITO, NZITO, Service IQ, Skills Active and The Skills Organisation.

2. Scope of external evaluation and review

The scope of the EER of PPL included the following focus areas:

- Governance, management, and strategy. This is a mandatory focus area.
- Certificate in Pre-trade Hairdressing (Level 3). This is a SAC-funded, 43-week, full-time programme of study which also enables learners to gain credits towards a National Certificate in Hairdressing (Professional Stylist) (Level 4) and the National Certificate in Hairdressing (Salon Support) (Level 3). Until 2012, PPL enrolled two intakes of learners each year for this programme.
- Foundation Focussed Training Opportunities. The majority of learners are enrolled in the FFTO programme (Hospitality), which is offered at both the Whangarei and Kaikohe sites. It comprises barista skills, customer service

techniques, food safety and basic cafe skills over a 26-week training period. Class sizes tend to be around 15 learners.

- Youth Guarantee programmes. These year-long programmes enable learners to access national certificate qualifications.

FFTO courses at both the Whangarei and Kaikohe sites also provide opportunities for learners to access components from computer skills, first aid and vehicle licensing programmes to extend their employment opportunities.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The EER team of two evaluators conducted the EER at the PPL head office and teaching site in Whangarei and at the Kaikohe site over three and half-days. The evaluators interviewed the chair and representatives from the governance board, the quality assurance manager, Whangarei site manager, and the academic manager. The four departmental heads (including the Kaikohe site manager), tutors, learners and other relevant stakeholder representatives were also interviewed, including community representatives, kaumātua, graduates, Rotary, Red Cross, Community Police Services, Driver Education Services, a hairdressing manager, the regional manager of Work and Income NZ (WINZ), health services representatives, youth services agents, family planning services, employers and advisors.

Documents and information sighted included: comprehensive self-assessment information; learner information; learner progress tracking sheet, individual learning plans, achievement data analysis and outputs and outcomes; governance and management documents; meeting minutes, board reports, weekly programme and progress reports and monthly site reports.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **People Potential Limited**.

PPL meets the requirements of a highly functioning private training establishment. The organisation has achieved an excellent level of educational performance in terms of its contractual requirements. PPL has consistently exceeded the unit standard credit targets contracted with the Tertiary Education Commission (TEC) for the last three years. The credit achievement target for the 2010 and 2011 FFTO and Youth Guarantee programmes was 20 credits, and all focus area programmes averaged in excess of 25 credits. PPL's internally set credit target of 1.5 credit achievement per week/per learner/per programme was also exceeded over this period. PPL's FFTO learners averaged in excess of 30 credits. The Youth Guarantee target was doubled by the TEC in 2012 to 40 credits.

Similarly for the SAC-funded programmes, PPL's internally set target is to have no less than an 80 per cent positive outcome (i.e. 80 per cent of learners will complete a programme or gain a qualification or gain employment). The Whangarei and Kaikohe sites have exceeded this target. In 2010, the positive outcome for the Kaikohe site was 94 per cent. This increased to 96 per cent in 2011 and 92 per cent in 2012. Whangarei programmes averaged a 92 per cent positive outcome in 2010 and 2011, and 91 per cent in 2012. These are excellent results as the 2011 enrolment figures indicate that 80 per cent of the learners who enrolled with PPL were aged between 16 and 24. In addition to gaining credits, 82 per cent of the learners gained a qualification in 2012.

Learner profiles, graduate testimonials and stakeholder feedback show the significant personal attributes learners develop as a result of completing training, including raised confidence and self-esteem. They also gain access to higher tertiary study or industry training. Examples were shared of past learners stepping up to armed forces roles, filling hairdressing apprenticeship positions, making a career change from freezing worker to community policing, and engaging with voluntary unpaid work to gain retailing skills.

An area of strength is PPL's ability to work with a diverse range of stakeholders. The evaluation team heard overwhelmingly positive accounts from stakeholders about the relevance, usefulness, suitability and quality of training received through PPL. The directors bring a range of skills, industry knowledge, shared past work experience and collective compassion to unleash learner potential.

Strong formal internal moderation processes have led to robust assessment practices across PPL. This has resulted in the organisation being recognised in 2012 and awarded Developing Best Practice Moderation status from HITO, with additional sets of assessment material being approved. The NZQA December

2012 moderation results and issues were addressed. This included the formation of focus groups and professional development in moderation for all staff.

High value is placed on the training PPL provides, as affirmed by stakeholders, who identify the organisation as the preferred provider of training because of its responsiveness, integrity, know-how, adaptability and provision of education that is modified to meet individual needs. The value provided is further confirmed through the rollover of training contracts and the number of word-of-mouth referrals. The diverting of wayward and purpose-shy youth by community police to PPL is also a significant indicator of the value placed in the organisation.

Collegiality is a high priority at PPL. Staff input and their knowledge are valued and are regarded as a core part of strategic development. In response to growth, PPL has financed new technologies (e.g. laptops, iPads, Cloud platform) to ensure consistency and connectedness is maintained across its two sites. Day-to-day discussions between management and staff across sites, and co-teaching in a number of programmes, allow for shared practice, peer tutoring and quality improvements.

The evaluation team is highly confident that PPL is meeting the most important needs of its learners and stakeholder and has effective processes and practices in place that contribute to learning and employment for graduates.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **People Potential Limited**.

Self-assessment at PPL is highly developed, with current processes involving all staff, providing the organisation with robust information which is used to understand and respond to learner and stakeholder needs. Evidence from stakeholder interviews consistently confirmed PPL's positive and proactive approach to understanding and responding to community and industry needs. Examples included PPL's approach to enhancing the pre-trade hairdressing programme in association with industry feedback to take into account the limited apprenticeship places in the region. This action resulted in the introduction of an advanced certificate and the discontinuation of the two-cohort intake per year for this programme.

There was very good evidence that PPL recognises the value of self-assessment and uses it as a mechanism to raise its educational performance. A number of initiatives have been applied following annual programme reviews which have led to improvements in achievement. These include putting into practice literacy and numeracy strategies (modified induction processes to test learner support requirements, embedding literacy and numeracy in teaching materials, compulsory staff literacy and numeracy training), responsiveness to learner feedback, team teaching and developing individual learning plans that inform weekly review and progress meetings with learners.

PPL has a very well-established management system which is currently recording and analysing student evaluation data, capturing learner enrolments and the attainment of credits, unit standards and qualifications, and tracking the various stages of learner progression. Furthermore, there was strong evidence of ongoing review of how the data system and other self-assessment tools and processes can be developed further to enhance efficiencies and inform performance. This is a particularly strong feature of PPL's self-assessment. PPL uses different tools to collect data from different sources to validate a growing amount of evidence, which adds to the soundness of the data. An example is the use of qualitative feedback, student evaluations and the flow of learner completion data from departmental heads, managers and stakeholders to gain a broad understanding of the extent to which the lessons of self-assessment have been transformed into practice.

Findings¹

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**.

PPL performs very strongly in enabling learners to complete formal qualifications. TEC figures show that 85 per cent of students completed a qualification in 2011 compared with the PTE sector median of 80 per cent. Similarly, the figures for course completions (89 per cent) and retention in study (83 per cent) are also above the sector medians of 86 and 75 per cent respectively.

PPL has consistently exceeded the credit targets agreed to with the TEC for the last three years. The set target for the 2010², 2011 and 2012 FFTO programmes was 20 credits. Whangarei FFTO learners achieved an average credit gain of 30 (2010), 24 (2011) and 27 (2012). Kaikohe FFTO learners achieved an average credit gain of 63 (2010), 46 (2011) and 33 (2012). The Youth Guarantee programmes had the same 20-credit target, and Kaikohe learners averaged 53 (2010) and 54 (2011). Whangarei learners averaged 27 (2010) and 31 (2011). The Youth Guarantee target was doubled to 40 credits for 2012 and this target was exceeded at the Whangarei (64) and Kaikohe (70) sites. PPL's internally set credit target of 1.5 credit achievement per learner/per week/per programme was also exceeded over this same period.

The evaluation team noted that numerous graduate testimonies commented that their achievement at PPL had inspired some to return to secondary school to complete their NCEA qualification or to re-engage in higher-level study. As a significant proportion of students who enroll on these programmes are identified as 'at-risk' youth, these are excellent results.

PPL's analysis of the higher learner achievement at the Kaikohe site indicated higher learner commitment as a result of the limited educational openings in the Kaikohe region, motivating learners to make the most of the few learning opportunities offered in their community. This has resulted in PPL linking to those who are outside of mainstream compulsory education to help them gain foundation

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 In 2010 the programmes offered were TOPs courses, whereby learners had no maximum enrolment period. Under this system, there was an expectation that an average of 20 credits would be achieved per learner.

skills, to fill gaps in their knowledge, to gain experience to explore their potential and to 'have a go'. This assessment is typical of the quality data that PPL generates and analyses to inform its self-assessment and understanding of learner achievement.

The other FFTO performance target contracted with the TEC is labour market outcomes. The TEC requires a minimum of a 64 per cent positive labour market outcome. However, PPL's internal benchmark is to have no less than an 80 per cent positive outcome, and this measure is applied across all programmes. Both the Whangarei and Kaikohe sites have exceeded this internal target. Kaikohe averaged a 94 per cent labour market outcome in 2010, 96 per cent in 2011 and 92 per cent in 2012. Whangarei programmes averaged a 92 per cent labour market outcome in 2010 and 2011, and 91 per cent in 2012. In addition to gaining credits, 82 per cent of the learners across all programmes gained a qualification at level 3 or above in 2012. These are excellent results for this age group (16 to 24, comprising 80 per cent of the learners enrolled in 2011).

Over the last three years, the monitoring of the learner achievement for the fee-paying pre-trade hairdressing programme has been used each year by PPL as a way of achieving ongoing improvements. The 78-credit target set by PPL for 2010 was exceeded, with an average learner achievement in excess of 109 credits. The 2011 target of 85 credits was only just exceeded, while the 2012 credit target of 97 credits was exceeded, with an average learner achievement in excess of 105 credits. This tracking process led to PPL discontinuing the second (July) intake of hairdressing learners because of the small margin of attainment for 2011, as well as the limited employment opportunities in the region. The 2012 results indicate an improvement in learner achievement as a result of this change. PPL's single-mindedness in setting internal achievement targets above the contractual requirements has led to well-informed decision-making and reflects robust and highly effective monitoring and self-assessment processes.

PPL's graduation profile information and destination data gathered and collated over time identifies that a high number of learners have been successful in obtaining employment in the hospitality and food industries, the hairdressing trade, and retailing and the armed forces, or have progressed academically to other private training establishments or polytechnics.

In addition to the above achievements, learners acquire and use newly learnt skills and knowledge in their personal lives. Examples include: barista and customer service skills used by a learner to sell coffee to students and provide hospitality to guests and visitors to the campus; participation in hairdressing competitions; Red Cross shop voluntary support; paid support at local sporting events; gaining driver licences; and acquiring first aid skills. Learners interviewed also related comments by the management and teaching staff that educational success has led to improved personal skills such as raised self-confidence and self-esteem, improved self-worth, keenness to attend course, improved time management, work-preparedness skills and a raised awareness of the work ethic.

There was copious evidence of very strong processes and practices in place that underscore the teaching and learning provided by the organisation. The educational achievement data to date provides the evaluation team with high confidence that PPL is providing educational value for its learners and stakeholders.

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**.

There was compelling evidence that PPL is a valued, well-respected and established provider of training within the Whangarei and Kaikohe regions, delivering employer and industry-relevant and up-to-date training. Stakeholder input through regular feedback has provided gains through the introduction of the advanced hairdressing and retailing programmes, including an understanding of the skill sets required by employers, access to a broad network of industry representatives, and the capability to draw on well-developed stakeholder relationships. These include Rotary, Red Cross, Community Police Services, Youth Service, Ministry of Social Development, WINZ, drug and alcohol support agencies, district licensing bureau, local hair salon owners, education agencies and driver training services. It was clear to the evaluation team and affirmed by a well-attended stakeholder meeting witnessed by the evaluation team that PPL understands the importance of external stakeholders, and has developed sustained, reciprocal, positive working relationships, and acts to meet the various stakeholders' needs.

Regular stakeholder feedback, staff interviews and the evaluators' discussions with PPL learners and board members show that staff operate from an ethic of care, compassion and commitment to nurture learners' potential, and who work hard at relationships within and outside the PPL team, with the aim of creating respectful, long-term associations. Staff also maintain regular daily networks in the community with local employers and support organisations.

This approach has led to repeat Ministry of Social Development, WINZ and Youth Service contracts, and the organisation has demonstrated the ability to successfully engage with a range of people, such as learners' whānau and organisations providing voluntary services, which also provides an avenue for placement and work experience opportunities for the learners.

PPL graduates value the outcomes they have achieved. The outcomes include 82 per cent of all students studying on a full-time programme progressing to a positive destination after graduation. PPL's 'wall of fame' profiles learners' success stories and includes testimonies of graduates who have entered the armed forces, gained other meaningful employment or gone on to further study. Learners interviewed

identified that the training is providing them with a broad range of knowledge that would be difficult to gain solely through employment in the community. As one whānau member commented about a family member, 'She is getting to course on time and doing her homework as soon as she gets home, and every day she says she can't wait to get to the course'. Learners' experience of successful completion of unit standards and attainment of qualifications has raised their self-esteem, given them a heightened awareness of work preparedness and increased their employability. Feedback from industry and employers is used by the organisation to confirm the value of the training to the learners and the community. In addition, this value is celebrated with whānau as the learners' success provides an example to family and others that educational achievement is attainable.

PPL's premises are available to community groups as a training and meeting venue. For example, Rotary runs a driver licensing programme for high school students, and PPL's students attend the programme to mentor their younger counterparts. PPL provides report writing and printing services to Rotary, who consider PPL to be their whānau. Community groups also access PPL for table service and security roles at local events, (e.g. Rotary, Red Cross and the police), and also for the region's hairdressing association's annual competition where PPL students compete. PPL's students also engage in first aid training and have work-based placements at several outlets in the region. As affirmed by Red Cross staff, senior citizens value and appreciate the support they get from the younger generation.

Employers interviewed confirmed PPL's self-assessment findings that outcomes are valued. As stated by one employer, this approach to community interactions and relationship-building contributes to students improving their communication skills, confidence and self-esteem, and also their exposure to and interaction with a range of people from different age groups and occupations.

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**.

There is ample evidence of learner and stakeholder satisfaction with the training programmes provided by PPL. This is due to a number of factors, including the employment of staff with strong industry knowledge, PPL's extensive networks and wide community connections with stakeholders, and its understanding of their needs. PPL employs 55 full-time staff at its Whangarei site and four at its Kaikohe site. This contributes positively to socio-economic growth and development in the mid-Northland region.

PPL has a comprehensive, systematic process for gathering feedback from a range of stakeholders, including whānau, local agencies and employers. Individual stakeholder feedback is collected throughout the year, and before the annual programme review all feedback is analysed and recorded. Trends and themes are identified and documented in an action plan and form part of the programme review process. For example, in response to comments that hospitality students needed more practical experience in the industry, PPL established relationships with local hospitality outlets (e.g. the local cafe and the Returned Services Association) to increase opportunities for practical experience. This action resulted in additional placements in local cafes and participation of learners in barista competitions.

In addition, PPL's strong networks with the hairdressing industry have supported its understanding of local community needs. As a result, PPL adapted its programme to include an advanced-level qualification as a pathway for the pre-trade graduates because it was identified that there were not many apprenticeships available in Whangarei. PPL saw its extension of delivery into advanced-level hairdressing as an opportunity not only to contribute to the skill of the sector but also to provide for the learner a clearer pathway leading to a higher qualification, therefore improving their employment opportunities.

At the Kaikohe site, although potential students showed an interest in the hairdressing programme, PPL drew on stakeholder knowledge and feedback to conclude that such a programme was unfeasible in the area. Therefore, in order to respond to learners' needs, PPL introduced a retail programme in 2013, which has generic customer service elements, to provide a basic range of vocational pathways for students, including hairdressing.

PPL provides the community with motivated, qualified and skilled graduates who are able to meet the needs of a range of employers. Graduate destinations include: hairdressing salons, cafes, police and armed forces, local councils, farming. A former freezing worker is now an acting sergeant with the Youth Aid section of the police in Whangarei after completing PPL's Fitting the Bill programme in 2004. This positive outcome has in turn influenced others to turn their lives around.

PPL Kaikohe is centrally located, so the community has easy access to its services. The local policeman has been known to direct loitering youth to PPL so the staff can engage them. This open-door policy to this cohort of learners keeps them engaged and adds value through discipline, regulations and dress codes, and healthy living.

PPL attributes the steady increase in learner completions to self-assessment. Management has improved the enrolment process to ensure that it is comprehensive and enhances understanding of and responsiveness to individual needs. The process includes reviewing learners' past records of achievement to inform individual learning plans and enable learners to finish off any non-completed qualifications, as well as their programme qualification. PPL's use of online numeracy and literacy diagnostic testing ensures that individualised support needs

are identified and responded to, as affirmed by the 94 per cent of all students who completed a reassessment of the TEC's literacy and numeracy online assessment tool and subsequently showed improvement in one area or more. This is an excellent result.

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**.

Staff and management at PPL create a clean, warm, safe, relaxed and positive learning environment. Management policy includes an organisation-wide dress code requiring all staff to wear uniforms. Although the initial cost is expensive, this is a worthwhile investment as it raises the level of professionalism and role-modelling for students who are learning about employment preparedness, practices and ethics.

Most learners interviewed voiced a high level of satisfaction with their programme content and delivery. Tutors use a range of teaching strategies to provide for the diverse learning backgrounds of learners and to support learning. These include group work, one-to-one tuition, mind mapping and role-play. These teaching techniques are important to ensure the differing learning styles of learners are being catered for. Learners also valued that the tutors provided clear, easy-to-understand learning instructions and material, and activities were relevant and engaging. Departmental heads and tutor interviews affirmed tutor self-review of teaching using student evaluation, attendance information and the learner's level of interaction and involvement.

Professional development for all tutorial staff is focussed on the National Certificate in Adult Education and Training, and many also hold the National Certificate in Adult Literacy and Numeracy Education. In addition, staff are encouraged and supported to pursue further career-based qualifications and have free access to all the courses delivered at PPL. Teaching practices include a balance of theory and practical application which helps to keep the learners engaged and on task. The evaluators noted that intersite sports events occur regularly and PPL participates in national youth events, thus promoting healthy lifestyles. Learners interviewed rated the teaching highly in terms of relevance, usefulness of content and quality of facilitation and delivery.

Grouping, alignment and integration of unit standards – taking into account the funding structure of 120 credits per learner for Youth Guarantee students – is occurring to ensure that PPL is on track towards meeting the new targets. All teaching materials have been reviewed to include embedded literacy and numeracy. As stated in the summary of findings, the intensive focus on literacy and

numeracy has enabled the right support to be implemented to reduce learning barriers and raise achievement.

PPL has a robust, current and 'living' moderation plan that tracks moderation requirements, progress, completions and assessors' moderation remarks and results (across all unit and industry standards and qualifications). The moderation requirements identified in the December 2012 NZQA report have been addressed based on the analysis of moderation results reported. Steps taken towards ongoing improvement include the development of cluster teams and moderation training for staff (in the context of the moderation plan). PPL has met the moderation requirements of HITO and, as a measure of effectiveness, in 2012 PPL was awarded Developing Best Practice Moderation status by HITO and had a further five sets of assessment material approved.

The evaluation team noted the systematic flow of information between staff and management. Staff are informed and support is facilitated through an annual performance appraisal process clearly linked to a professional development plan. The review of the induction and coaching programme for new staff has led to the appointment of mentors. Comments sighted in appraisal plans and interviews with staff support this change. Weekly staff meetings held to discuss learner progress and other matters are monitored at the next level by departmental managers. Final reporting coincides with monthly management meetings and monthly board meetings and feeds into the annual general meeting.

1.5 How well are learners guided and supported?

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**.

A high level of guidance and support is provided to learners within the context of the courses delivered. Staff are compassionate and genuine in their focus on learner achievement and work closely with learners to support their progress and to provide an inclusive learning environment. Collaborative relationships with advocacy services (e.g. family planning and budgeting services) in the community ensure that students have access to a wide range of support services.

Learners on every programme are provided with specific information about what can be achieved from each course and what is required to achieve this. The availability of ongoing, one-to-one support ensures learners are aware of their progress. For all programmes, tutors engage with individual students to identify whether they may be experiencing difficulties.

The managers are key sources of support for learners. Several examples were shared where PPL had arranged for voluntary drivers to support learners with additional driving lessons. PPL also ensures that, where needed, students are supported with a reader-writer, and are provided with specialist numeracy and

literacy support. Individual interviews at entry are used to identify learners' needs, and potential plans and support are identified to alleviate problems that may have a bearing on learning.

PPL systematically tracks individual learner unit standard attainment in conjunction with learners' records of achievement and uses this data to more closely monitor cases where learner progress appears to be wanting and to identify specific support to be put in place. PPL also uses the TEC online assessment tool results at the end of each month to identify where additional support may be required. Students who are overdue to complete their online assessment are identified and followed up by the departmental manager and additional support provided by the tutuki pai (support person) coordinator. Performance data, weekly tutor meeting minutes and monthly reports to the board confirm the merits of these actions.

Daily attendance checks and absences are tracked to identify any problems underpinning non-attendance and any support students may require. Support needs and concerns are discussed, tracked and reported by staff, as are the results of support provided.

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**.

Governance is highly effective in supporting educational achievement. PPL has a strong national, regional and local presence which it uses in its business and strategic planning. As an example, PPL built on strong existing relationships with two local PTEs (with a hairdressing and agriculture focus) to lead to the purchase and amalgamation of these two organisations with PPL in 2011. There were beneficial synergies from the amalgamation, such as shared stakeholder groups and PPL's offering of vocational pathways into these industries. The merger has benefited learners by providing additional resources to support whānau and encourage learner achievement.

As stated previously, staff are valued (including through professional development, regular intersite meetings, weekly staff meetings, sport events between the sites, team teaching and celebrating success at graduation). As one staff member commented, 'I like that I can approach the board and that they always get back to me with positive solutions and feedback'. All staff participate in twice-yearly strategic planning held off site, and there is provision for staff whānau to participate in some events.

Board members receive timely information, enabling them to make strategic decisions. Self-assessment activities are a strong part of business-as-usual

activities and changes are made as part of this process. This has helped to reveal trends and inform future discussions and actions. For example, to ensure effective reporting is fed into the strategic direction, management introduced an agenda template requiring staff to report (weekly) on all aspects of teaching, learning and student progress and achievement. The agenda template is completed by tutorial staff prior to weekly meetings with departmental heads. This process has led to systematic reporting which covers evaluation, moderation and contractual obligations, and in turn feeds into a strategic progression report which is presented at monthly board meetings. As a result of this change, PPL has cancelled a major contract with an ITO because of issues raised by stakeholders about the quality of delivery and the ability of PPL to address this issue as it sat outside their scope of responsibilities.

PPL has a robust learner management system, which is supporting the shift to single data return reporting. The evaluation team noted how the Kaikohe site has used the system through a Cloud server platform to collect data and readily access information to analyse and provide reports to show progress. This full use of the system ensures consistency across both delivery sites. Achievement data also informs the monthly site reports and the progress reports to the board.

PPL has a seamless, systematic and comprehensive self-assessment process that can monitor and track teaching, learning and student progress and achievement across all programmes and through all levels of the organisation.

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: Certificate in Pre-trade Hairdressing (Level 3)

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: Foundation Focussed Training Opportunities programmes

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: Youth Guarantee programmes

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

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

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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