Report of External Evaluation and Review

People Potential Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 26 July 2017

Contents

MoE Number: 9964

NZQA Reference: C24311

Dates of EER visit: 19, 20 and 21 April 2017

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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
Type:	Private training establishment (PTE)
First registered:	31 May 1995
Location:	17 Keyte Street, Whangarei
Delivery sites:	7 Dickeson St, Kaikohe
	40 Hokianga Road, Dargaville
Courses currently delivered:	• NCEA Level 1
	• New Zealand Certificate in Foundation Skills (Level 1)
	• New Zealand Certificate in Foundation Skills (Level 2)
	• National Certificate in Work and Community Skills (Supported Learning) (Level 1)
	• NCEA Level 2
	• New Zealand Certificate in Hospitality (Level 2)
	• New Zealand Certificate in Business Administration and Computing (Level 3)
	• National Certificate in Fitness (Foundation Skills) (Level 2)

- National Certificate in Recreation and Sport (Core Skills) (Level 2)

- National Certificate in Security (Level 2)

- New Zealand Certificate in Retail (Customer Service and Sales Support) (Level 2)

- New Zealand Certificate in Computing (User Fundamentals) (Level 2)

- New Zealand Certificate in Tourism (Introductory Skills) (Level 2)

- New Zealand Certificate in Tikanga (Level 2)

- National Certificate in Computing (Level 3)

- New Zealand Certificate in Food and Beverage Service (Bar Services) (Level 3)

- New Zealand Certificate in Food and Beverage Service (Cafe Services) (Level 3)

- New Zealand Certificate in Food and Beverage Service (Restaurant Services) (Level 3)

- New Zealand Certificate in Food and Beverage Service (Function Services) (Level 3)

- New Zealand Certificate in Food and Beverage Service (Quick Service Restaurants Services) (Level 3)

- New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3)

- New Zealand Certificate in Business (First Line Management) (Level 4)

- New Zealand Certificate in Information Technology Essentials (Level 4)

- National Certificate in Adult Education and Training (Level 4)

- National Certificate in Adult Education and Training (Level 5)

- New Zealand Diploma in Information

Technology Technical Support (Level 5)

- New Zealand Certificate in Information Technology (Network Administration) (Level 6)

- New Zealand Certificate in Information Technology Essentials (Level 4)

Code of Practice signatory:	Not a signatory
Number of students:	Domestic
	2016: 416 equivalent full-time students
	2017: 549 equivalent full-time students and 105 Intensive Literacy and Numeracy learners
	Māori are approximately 75 per cent and Pasifika are less than 10 per cent of all learners.
Number of staff:	71 full-time and one part-time staff, of whom 80 per cent identify as Māori
Scope of active accreditation:	Refer to People Potential's provider page on NZQA's website: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=996460001
Distinctive characteristics:	People Potential is one of the largest PTEs in Northland, with a long history of delivering foundation learning programmes. Currently, provision is offered from level 1 through to level 6 on the New Zealand Qualifications Framework. Programmes are industry specific, with staircasing opportunities to higher-level programmes on site.
Recent significant changes:	Since the previous NZQA external evaluation and review (EER), the following significant changes have occurred:

- Increase in student numbers. This was most significant in 2017 due to a substantial increase in funding from the Tertiary Education Commission (TEC) to deliver Student Achievement Component (SAC) 1 and 2 programmes. The increase will eventually almost double People Potential learner

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numbers.

- Organisational restructure. This is a work in progress as changes are made in response to anticipating and managing the increase in funding and learners.

- A new campus has been opened in Dargaville.

- Since 2015, 21 New Zealand certificate programmes have been approved for delivery by NZQA.

- Closure of the hairdressing programmes, December 2016.

- Ending delivery of the Ministry of Social Development-funded programme, Training for Work, June 2016.

- Delivery of the Alternative Education programme with Kamo High School ceased at the end of 2016.

- SAC 1 and 2 programmes commenced delivery in 2015 and 2016 (see current courses delivered above).

- Information Technology (IT) programmes are being delivered by People Potential for the first time in 2016. Previous IT programme delivery was provided through another PTE.

Previous quality assurance history:	The previous EER was conducted in May 2013. At that visit, NZQA was Highly Confident in People Potential's educational performance and in its capability in self-assessment.
	NZQA external moderation results for 2013-2016 indicate that all assessment and assessing is occurring to the required standard. The only exception was one numeracy unit standard in 2014 and one numeracy unit standard in 2016, where assessor judgements were not upheld.
	No consistency reviews had been undertaken with NZQA at the time of the EER.

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External moderation by the standard-setting bodies Careerforce, ServiceIQ, Skills Organisation and the Hairdressing Industry Training Organisation for 2013-2016 indicates that assessment and assessing is meeting the required standards, with some recommended minor amendments to be made to various unit standards.

The TEC undertook an audit in 2016. No requirements were noted in the report. A number of recommendations were noted, which People Potential has responded to and is discussing with the TEC. The PTE's action plan for addressing these recommendations was approved by the TEC in December 2016.

2. Scope of external evaluation and review

The scope of the EER included three focus areas:

- Hospitality programmes. Three hospitality programmes (SAC levels 2 and 3) staircase from Youth Guarantee hospitality-focused programme, through to level 3, and account for 20.9 per cent of all learners. People Potential expects significant future growth in this area. The hospitality programmes are delivered at the Whangarei and Kaikohe sites.

- IT programmes. Seven programmes (SAC levels 2 and 3) staircase from Youth Guarantee computing through to level 6 and account for 15.8 per cent of all learners. The IT programmes are delivered at all sites. This is the first year that People Potential has operated an IT programme in a stand-alone environment. Previously there was an agreement to deliver programmes through another PTE at level 3 and above.

- Youth Guarantee programmes. These learners are considered a priority group by the TEC and make up 45.7 per cent of students, with 102 currently enrolled in Whangarei and Dargaville, and 23 enrolled in Kaikohe. The largest proportion of People Potential's funding from the TEC pertains to Youth Guarantee programmes.

The selection of focus areas provides the EER team with a view of 13 of People Potential's 27 approved programmes which staircase within the PTE from foundation level to level 3 through to level 6. Most of the PTE's learners are represented in this selection, the only exception being the literacy and numeracy clients. Eighty-two per cent of the learners study within the three selected focus

areas. Learners and tutors from all three People Potential delivery sites are included in these focus areas.

The business and adult education programmes make up the majority of People Potential's other programmes and were not included as focus areas as they are offered only at level 3 and above, which have the least number of students. Intensive Literacy and Numeracy was also not selected as a focus area. This is because it has the least amount of funding, and People Potential's capability and effectiveness to support learners in this area will be evident in the focus areas selected. This selection differs from the focus areas in the previous EER: the Certificate in Pre-trade Hairdressing (Level 3), Foundation Focused Training Opportunities programmes, and Youth Guarantee programmes.

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 evaluation team of two visited People Potential in Whangarei over three days, 19, 20 and 21 April 2017. Interviews conducted on site included the governance and management group and department managers who also oversee the PTE, the delivery sites and programmes. The evaluators also interviewed tutors and learners from all sites and a wide range of stakeholders.

In addition to the comprehensive self-assessment information and documents provided for the EER scoping exercise, the EER team sighted and was provided with various documents, including a large number pertaining to governance and management, performance and outcomes data, stakeholder engagement and feedback, staff and student files, and focus area programme reviews.

Summary of Results

Statement of confidence on educational performance

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

Statement of confidence on capability in self-assessment

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

People Potential has robust processes and practices that systematically monitor the performance of the whole organisation. There is a focus specifically on priority areas such as governance and management, performance of all programmes at all sites, the needs of the community, and providing education and training that supports the Tertiary Education Commission's strategies.

The success and impact of robust and authentic self-assessment is evident in the continued sound and strong educational performance and graduate outcomes of learners across sites, on all programmes, and at all levels of study in a range of subjects over several years. This result is consistent with the findings and outcomes identified in the previous EER in 2013.

Comprehensive self-assessment provides useful information which is used in a meaningful way to inform and guide decision-making at all levels of the organisation, at each site, for programmes and individual learners. As a result, the PTE has made changes such as an organisational restructure to accommodate more students, in expectation of growth, ceasing to deliver programmes such as hairdressing, and the development of new programmes such as IT. These changes were made with the intention of continually meeting the needs of the Far North and to provide learners with courses that lead to important longer-term outcomes such as employment and the capability to undertake further study.

Overall, People Potential is comprehensively meeting the needs of all key stakeholders by systematically determining the needs of learners and delivering relevant and quality programmes in conjunction with extensive pastoral care and support. Effective processes contribute to the strong outcomes for learners and other stakeholders, and robust and meaningful self-assessment ensures the PTE has a thorough understanding of its own performance, which is used for ongoing improvement.

Findings[1]

1.1 How well do students 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.**

Learners at People Potential are completing courses and gaining qualifications, the withdrawal rate is low, and these results are consistent within the organisation and across the three sites.

The PTE has established performance indicators for all programmes at all levels, including for Intensive Literacy and Numeracy courses and specific targets for the participation and performance of Māori and Pasifika learners. These indicators mirror TEC performance targets: course completion, qualification completion, student retention and student progression. They also include performance indicators important to People Potential as they are recognised as influencing the achievement of their learners. Examples include the percentage of Māori and Pasifika learners enrolled at level 4 and above, literacy and numeracy assessment and reassessment, attendance, learner satisfaction with the programme, tutor qualifications and currency within industry, and the proportion of Māori and Pasifika staff employed at the PTE.

Achievement is closely monitored, collated, analysed and reported on weekly and monthly by management who alert tutors and department managers when learners are not progressing with credit achievement at the rate anticipated. This monitoring is per programme, cohort and individual learner. Monthly comprehensive reporting – including comparative analysis, year-to-date and year-to-year – is provided to the Board for review and discussion. The ability to look at trends over time and achievement per programme and per location is used to inform improvements and support achievement.

The evidence across programmes and sites indicates that learners are achieving well against People Potential's own dedicated indicators for performance. The PTE benchmarks these results against the TEC required goals and sector medians. Significantly, People Potential results are almost always at or above the TEC required goals for Youth Guarantee, SAC level 1 and 2, and SAC level 3 and above. Results also include parity of achievement for Māori and Pasifika learners,

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

although Pasifika learners are less than 10 per cent of all learners which means percentage data can be misleading. These very good achievement results have been consistent for 2013, 2014 and 2015, the exception being SAC 1 and 2 programmes, which have only been delivered in 2015 and 2016. The PTE's 2016 provisional results appear to be tracking consistently with the previous year's outcomes and will be confirmed mid-2017. External moderation by NZQA and the four standard-setting bodies validates these very good rates of achievement.

Learners acquire useful skills such as self-confidence, communication, planning skills and time management through participation in learning, helped by the extensive pastoral care and support provided specifically to develop important life skills. For example, all learners are supported to achieve the next stage of their driver's licence, i.e. learner's licence, restricted or full. Technical skills and expertise and industry knowledge are developed through the programme design and learning. These skills contribute to gaining employment in a related field and enhance learners' personal abilities and attributes. Evaluations and surveys indicate that wellbeing is improving from a learner and whānau perspective.

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

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.**

Graduate outcomes are systematically collected and the resulting information is considered at all levels of the organisation to inform decision-making and gauge the value of the programmes for learners and stakeholders.

Destination data and information strongly indicates learners' progress to employment and further study. People Potential follows up and continues to support learners for an extended period of time, until there is a recognised outcome that meets the PTE's objective to have positive outcomes for all learners.

The Board and staff have significant personal and professional networks within the communities of Whangarei, Kaikohe and Dargaville. People Potential contributes to local and wider communities through participating in fundraising and other events. All learners are encouraged to be involved alongside the PTE in community activities such as the recent Pink Ribbon events. Feedback indicates that learners value the opportunity to participate in and contribute positively to the local community.

Recently, People Potential has been working to engage local tertiary education providers to take a collaborative approach to ensuring the local community need for

tertiary education is met. The aim is to reduce over-provision in some areas and ensure that programmes are available locally to benefit employers and graduates, and to support pathways to further study and employment. On the PTE's own initiative after researching the level of provision occurring, People Potential has already made adjustments to the programmes – SAC 1 and 2 were introduced in 2015, the hairdressing programmes ceased at the end of 2016, and IT programmes at levels 2-6 commenced in 2016.

Graduates gain a range of positive outcomes relevant to their programme of study. These include employment and staircasing to further study, both within and external to the PTE. Not all outcomes for learners are educational, but they contribute to improving the likelihood of longer-term positive outcomes such as progressing their driver's licence and being assessed and provided with prescription glasses. Positive destination outcomes are supported at exit from the programme and the PTE by way of developing CVs, providing references, and help with networking with local workplaces. This is most evident in the hospitality programme, and for some of these learners employment is established during study through industry networking. IT graduates across programmes have very high rates of completion and can progress to further study at the PTE through the higher-level IT programmes now being offered.

There is careful monitoring of all learner destinations, which are reviewed per funding stream, per programme and by ethnicity. The Board receives high-level analysis of the data monthly. The majority of learners pathway to a higher level of study within the PTE. Alignment of the lower with the higher-level programmes is intentionally planned to support continued development. This is important as there are fewer options for learners in the more remote centres of Kaikohe and Dargaville. Destination data required by the TEC has changed over time, particularly for the Youth Guarantee programmes. People Potential considers this and adjusts its collation and analysis of data to match these changes. Overall, the PTE's destination information shows that from 2012-2015 the vast majority of learners progressed to positive pathways, including employment (see Table 1).

Table 1. Learner pathways progression, 2012-2015

Pathway	Overall %
Employment	23-28
Higher-level study	36-48
Further training	8-20
No progression	13-18

Progressions data has been consistently collated for the Youth Guarantee learners and SAC level 3 and above for 2012-2105 (destination data for SAC 1 and 2 has been gathered only for 2015). Over those four years, on average 80 per cent of

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Youth Guarantee learners and 81 per cent of learners undertaking SAC level 3 and above moved to employment, further training or a higher level of study. Comparatively, in 2015 the average was slightly higher for learners from SAC 1 and 2 programmes, where 87 per cent of learners moved to employment, further training or a higher level of study. Use of this information to inform programme development was less clear. Showing how outcomes align directly to graduate need could add value to the comprehensive reviews that are already undertaken.

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

People Potential is offering programmes that are relevant to learners and the community with opportunities to staircase to higher levels of study. Ongoing assessment of community need is discussed at Board level and has resulted in decisions to cease delivery of Alternative Education, hairdressing and Ministry of Social Development Training for Work programmes. Extensive research and programme and staff development have led to the provision of the IT programmes now offered. Staff have the necessary industry experience and technical skills to teach IT. Delivery complies with the requirements of the software vendor for registration and certification.

People Potential has systematic processes for gathering feedback from stakeholders, learners, tutors, whānau and industry, which is collated and used in comprehensive annual programme reviews. Stakeholder input is highly valued, and the PTE has organisational objectives that stipulate the range and number of stakeholder engagements required for every programme. These targets are monitored, reported and mostly met.

The PTE's programme review process is highly effective and gathers a wide range of useful information to determine how well programmes, assessment and teaching are meeting the needs of learners. In addition to stakeholder input and learner and graduate outcomes previously described, other areas included in programme review include the programme, resources, objectives, unit standards, non-unit standard content and objectives, embedding of literacy and numeracy content, work-based components, staff qualifications and experience. The resulting changes and improvements to subject content, resources, teaching practice and technologies across programmes are evident, and the impact is reviewed in the following year's programme review.

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Internal moderation is robust. Qualified and experienced staff are dedicated specifically to plan, oversee and monitor moderation and the outcomes. Training and support for teaching staff in assessment and moderation is planned and ongoing. Evidence of the effectiveness of these processes and the validity of assessment is the PTE's very good external moderation results with the standard-setting bodies. Going forward, People Potential is aware that comprehensive internal moderation of the new level 5 and 6 IT programmes is required; this is still a work in progress. This is important as there has been a significant investment in resources, positive feedback from industry, and very high rates of achievement. Remaining current and credible in this industry is crucial if learners and stakeholders are to benefit.

Learners have opportunities to apply their knowledge and skills in a variety of appropriate contexts. In the hospitality programmes, People Potential provides work-based training on site at the cafeteria, where learners are scheduled to run the cafe and make barista-quality coffee. Externally, the PTE has arrangements with local cafes and caterers to provide work experience where skills and knowledge can be applied. The arrangement is mutually beneficial and learners experience first-hand the realities of working in the industry. Youth Guarantee learners have access to community facilities such as a gymnasium, and guest speakers promote and extend the workbook learning. These opportunities are not available at all sites due to geographical and community constraints. Teaching strategies are effective in engaging learners – an example is in the opportunity for IT learners to sit international exams. The programme, teaching and assessing is designed to progressively develop and support learners towards achieving this goal. The PTE pays the fee for learners to sit the exam, and success results in their skills and knowledge being internationally certified and recognised.

People Potential employs staff who hold or are working towards the required qualifications. Staff have industry experience relevant to the programme they are delivering. Non-teaching time is well used, with regular and well-planned professional development, meetings, assessment and moderation. A collaborative approach is taken to the development of staff who support each other in these teaching and learning activities. Staff have relevant goals for professional development which informs the annual performance appraisal. The effectiveness of the teaching and learning is evident through systematic and useful evaluations undertaken twice yearly by learners, department managers and peers. Tutor self-evaluations are taken into consideration alongside stakeholder feedback and comprehensive programme review, as discussed.

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

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.**

Authentic and useful academic and pastoral support is provided for the learners. Staff who support the learners are appropriately resourced and guided by management in the provision and limitations of this support.

Comprehensive and timely study information and advice is provided. The induction for learners is thorough, including an interview process with needs analysis, literacy and numeracy testing and a trial period to ensure the selected programme and level is appropriate before making a commitment to study. This allows time for other matters such as eligibility for StudyLink funding to be confirmed. Learners in Kaikohe and Dargaville are transported by the PTE to attend programmes in Whangarei not offered in their location.

Continued support is provided to assist and encourage learners through the development of individual learning plans. The plan is developed with the learner and includes personal and educational goals. The plans are revisited three times a year (beginning, mid and end) to check progress and adjust priorities. Areas that support learner achievement, such as attendance and progress, have sound processes that monitor, report and respond if the PTE's targets are at risk of not being met. The tutor to learner ratio is monitored, and there is a process of engaging another tutor when the threshold is reached. Academic support services are readily available to enable learners with a range of abilities to participate in assessment. The inclusive environment and building design in Whangarei enables differently abled learners to access facilities.

People Potential's Board has well-established relationships with agencies, services and stakeholders, including iwi as representatives of a largely Māori population of learners, and students with a range of physical, mental health or learning needs. The provision of, and referral to services to deliver pastoral care and support to learners is a priority for the Board, which recognises this as being key to the success of the learners and reflects the culture and vision on which the PTE was established and continues to espouse. In addition to giving time to learners, visiting them at home and providing academic support, teaching staff are empowered with a budget and a process to address and provide support for learners where needed at their own discretion. Recent examples of use of this budget includes provision of health services, food and travel vouchers, and shoes and clothing. Guidance and advice is provided to tutors by management who are

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clear on the limitations of this support and where it is appropriate to engage professional and community agencies.

1.5 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.**

People Potential has a vision and culture with a clear set of expectations, including a code of conduct for staff, and goals and organisational performance indicators that reflect the social responsibility the PTE values and the areas affecting quality education and outcomes for learners. Examples include scholarships to help learners progress to further learning, and employing Māori staff to support the predominantly Māori learners. The organisation's purpose and direction is clear and understood throughout the organisation. This forms the basis for strategic and operational decisions. The PTE's commitment to the community and the learners that the TEC identifies as a priority is evident in the investment in teaching sites outside of Whangarei, which provides access to programmes in geographical areas lacking such provision. Strategic plans also consider the priorities and future of the region to support and sustain growth locally. Recent collaboration and planning with local iwi and iwi providers and other tertiary providers in the region is underway to realise this goal.

People Potential has a well-established Board who are also the senior management team. The PTE has been successfully and effectively governed and managed with this structure for many years. The functions of governance and management are sufficiently separated to provide clarity on roles, lines of responsibility and decision-making. With the increase in TEC funding and anticipated growth, the PTE has been restructured and now includes an additional line of management to meet the anticipated demand and growth, and is intended to provide increased oversight and leadership. This is still a work in progress. There is a process to support staff into new roles, and opportunities for professional development, for example first line management training. It is too soon to know the full impact of these changes. The Board, management and staff have worked together over many years and regard each other as family. The PTE may benefit from an independent perspective from time to time as the changes are reviewed.

People Potential has strong processes, systems and practices which are systematically implemented. A significant amount of data and information is collected, and the PTE is asking useful and important questions that have an impact on the achievement of learners. Annual staff evaluations about the

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operation and management of the PTE – along with findings from self-assessment – have translated into changes to programmes, professional development for staff, and the restructure. Programme delivery at management level is monitored through internal audits and programme review, and through the review of the recommendations and findings of the latest TEC audit. Management monitors the progress of staff and students, and aligns the results to the PTE targets. Staff are supported to meet these expectations.

Resources are allocated to support learning, teaching and research. Facilities, equipment and teaching and learning resources are appropriate. The Board provides resources to support student wellbeing, and processes are in place to allow funding to be acquired for students' needed pastoral support. Specialist resources for IT and continued upskilling of staff to maintain and improve the programme offering are evident.

1.6 How effectively are important compliance accountabilities managed?

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.**

People Potential's management of compliance is comprehensive; there are systematic processes to support the review of information crucial to the PTE. The main compliance accountabilities align to a range of government agencies and the PTE's evaluation of its own internal systems. Processes to review areas of compliance include monitoring of contracts, detailed management checklists, scheduled targeted reviews, and an annual internal audit. All results are shared with the Board and discussed. Financial and specialist advice is sought as required.

The PTE's 2016 TEC audit report had no requirements. A number of recommendations were noted, all of which were discussed by the Board, implemented and trialled. The impact of these changes has been reviewed. As a result, some recommendations are now embedded into the PTE's practices, such as ensuring enrolment contracts are signed by both the learner and the PTE. Other recommendations were deemed to be less effective or useful, for example the way learner attendance is recorded. People Potential is now exploring other options that will better satisfy the TEC and that will work for the PTE.

The Board is kept accountable through formalised systems such as reports provided to the Board by management every month. Reports include information about achievement against targets, programmes and student numbers.

Recommendations for action and significant decisions made by the Board are based on research. Programme delivery is monitored through internal audits and comprehensive programme review. Through these processes, People Potential is able to show effective management of the PTE's compliance responsibilities.

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Focus Areas

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

2.1 Focus area: Hospitality 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.**

2.2 Focus area: IT 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.**

2.3 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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