



NEW ZEALAND **QUALIFICATIONS** AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

# External Evaluation and Review Report

Future Skills Academy Limited

Date of report: 15 March 2021

# About Future Skills Academy

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*Future Skills Academy (FSA) has a history of foundational programme delivery in South Auckland. Over the past two years, FSA has shifted and increased focus to higher-level vocational programmes, some of which are delivered in a joint venture with Otago Polytechnic (the Otago Polytechnic Auckland International Campus (OPAIC)). This partnership is planned to expand significantly and broaden FSA's delivery portfolio.*

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|                             |   |
|-----------------------------|---|
| Type of organisation:       | Private training establishment (PTE)  |
| Location:                   | 15 Earl Richardson Avenue, Wiri, Auckland <sup>1</sup>  |
| Code of Practice signatory: | Yes   |
| Number of students:         | Domestic (2019): 240-360 equivalent full-time students (28 per cent Māori; 38 per cent Pasifika)<br><br>International: nil  |
| Number of staff:            | 31 full-time; two part-time   |
| TEO profile:                | <a href="#">See Future Skills Academy</a> on the NZQA website.  |
| Last EER outcome (2016):    | Highly Confident in educational performance<br><br>Highly Confident in capability in self-assessment  |
| Scope of this evaluation:   | <ul style="list-style-type: none"><li>• New Zealand Certificate in Mental Health and Addiction Support Work (Level 4)</li><li>• New Zealand Diploma in Construction (Level 6) (Construction Management) (Quantity Surveying)</li><li>• Vocational Pathway – ECE (Early Childhood Education) (Level 2)</li></ul> |
| MoE number:                 | 7372  |
| NZQA reference:             | C39386  |
| Dates of EER visit:         | 18-20 August 2020   |

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<sup>1</sup> The EER was conducted virtually.

# Summary of results

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*FSA has experienced a number of programme, campus and organisational changes since the last EER. New systems and initiatives have been put in place to ensure the organisation maintains its sustainability and relevance, while meeting compliance responsibilities.*

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## **Highly Confident in educational performance**

- FSA has clear strategic direction and a strong governance and management which supports its plans. Staff members are well-qualified and bring a wealth of experience to their teaching, contributing to good pastoral care and educational performance.
- Learners are generally achieving well. Overall, there is evidence of improving, and/or parity, of achievement of Māori and Pasifika learners.

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

- The programmes provide valuable outcomes to learners and stakeholders. Learners obtain skills and competencies in industries where there is high demand for skilled workers. The programmes also allow learners to pathway to higher-level studies.
- Programmes are reviewed on a regular basis, with opportunities for learners, tutors and external stakeholders to provide input. Programme delivery and management generally meets the needs of learners and other stakeholders. Consultation is currently taking place with regard to the Mental Health programme to review the appropriateness of the current work placement hours.
- Learners are well-supported in their learning, with FSA using various ways of ensuring that they are engaged, and that any learning needs are identified and addressed.
- Compliance management in the last four years has been generally good; however, there have been lapses in some areas. See key evaluation question 1.6.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

|                                   |   |
|-----------------------------------|---|
| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Excellent</b>  |
| Findings and supporting evidence: | <p>Learner achievement is strong, with some variability in programme and qualification completion rates across the focus area qualifications and across the years.<sup>3</sup> This variability is a reflection that the focus areas are unique and cater to different demographics. In addition, the coverage of this evaluation from 2016 to 2019 saw FSA transitioning from the old National qualifications to the new New Zealand qualifications.<sup>4</sup> The context and factors affecting learner achievement are well-understood by FSA.</p> <p>For the Mental Health programme, course completion is generally at or above the EPI (educational performance indicator) target. There is a high proportion of Māori and Pasifika learners, whose completion rates reflect those of the overall population, indicating parity of achievement. The course completion rate is reflected in the improved qualification completion rate.</p> <p>For the Quantity Surveying programme, there has generally been strong performance under the old qualification, while the new qualification data is showing that course completions exceeded the EPI target in 2019.</p> <p>For the ECE programme, completion rates have generally met the EPI targets. Māori learners have high course completion rates, while Pasifika learners' performance over the last four years has varied slightly, but is strong overall</p> <p>It is worth noting that when looking at the overall performance of the organisation for SAC3+, both course and qualification</p> |

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

<sup>3</sup> See Appendix 1.

<sup>4</sup> As part of NZQA's Targeted Review of Qualifications (TRoQ), all National qualifications are being phased out and replaced by New Zealand qualifications.

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|             | <p>completions for FSA are generally above the overall sector rate.</p> <p>Monitoring and analysis of achievement data – including attendance, progress and results – is comprehensive and reported internally on a regular basis. One way that FSA analyses its achievement is by conducting high-level benchmarking against a similar provider and against the overall sector performance. FSA's internal measure is clear to all staff and generally reflects the EPI target.</p> <p>The new student management system allows collection of real-time data and provides timely, meaningful analysis of student progress, and factors affecting achievement, such as attendance and engagement. Demographics are monitored and factors for non-achievement are understood. A comparative analysis of programmes delivered in two campuses (i.e. Mental Health and ECE) may be a helpful addition in providing insight to the programmes' performance.</p> |
| Conclusion: | The achievement of learners, including Māori and Pasifika learners, is strong. Monitoring and analysis of achievement data is robust.   |

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

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Excellent</b>   |
| Self-assessment:                  | <b>Excellent</b>   |
| Findings and supporting evidence: | <p>There is strong evidence that the focus areas provide valuable outcomes to learners, as well as other stakeholders.</p> <p>Of the 37 Mental Health students who graduated in 2019, 70 per cent gained employment in the mental health field, while one student progressed to further studies. Students confirmed that a vital outcome is how the programme helped them in their personal journey of mental health and wellbeing. Students gain confidence, a sense of purpose, self-worth and additional motivation to help others in situations familiar to them. Students who are overseas migrants gain knowledge of the context of mental health within the New Zealand health system.</p> <p>Most Quantity Surveying students consider the programme a stepping stone to employment in the construction industry. Of</p> |

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|-------------|---|
|             | <p>the four students who graduated in 2019 and 2020, three are in relevant employment and one completed an internship. The programme contributes skilled workers to an industry with high demand for the foreseeable future.</p> <p>Forty per cent of ECE students progress to further studies, 28 per cent of which is towards higher ECE qualifications. This makes them eligible to work in ECE centres. Students learn about Te Whariki, Te Whare Tapa Wha and the cultural components of ECE in the New Zealand context. The skills and competencies gained are also useful in the students' own circumstances as parents.</p> <p>In general, learners gain relevant literacy, numeracy and computing skills, and soft skills such as communication, problem-solving, decision-making, time management, work ethics and general work-readiness. FSA believes that these transferrable skills enhance learners' future employability.</p> <p>Various self-assessment practices are used to gather valued outcomes and graduate destination data, including student focus group discussions and individual phone calls to graduates.</p> |
| Conclusion: | <p>Programme outcomes are valuable to learners and other stakeholders. The data regularly gathered by the PTE informs them of the value they are providing stakeholders, and the destination of graduates.</p>  |

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

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Excellent</b>   |
| Self-assessment:                  | <b>Good</b>  |
| Findings and supporting evidence: | <p>The focus area programmes are well-structured, with the right blend of theory and application, which helps strengthen the students' learning. Consistency of programme delivery is ensured through the various monitoring mechanisms in place, such as the use of similar curriculum and learning resources, regular coordination between tutors and the academic manager, co-teaching and peer observations. The teaching and learning team at OPAIC, for example, conducts regular tutor observations to ensure academic integrity and consistency with the Otago</p> |

|                           |   |
|---------------------------|---|
|                           | <p>Polytechnic delivery.</p> <p>The internal moderation system is sound, and external moderation results are positive. There is an effective system in place to confirm the authenticity of learning in the usual face-to-face delivery, and during the Covid-19 lockdown online learning.</p> <p>FSA ensures that programme currency and relevance are maintained through regular review and appropriate consultation. External stakeholders provide input, either in a formal or an informal forum. Relevant staff members take part in the review, and students' feedback is considered. One example is the consultation on the practicum hours of the Mental Health programme, where FSA is thoroughly and carefully considering views of various parties before making any changes. Discussions are ongoing with regard to the challenges being faced by students in obtaining placements<sup>5</sup>, and how FSA can effectively support them.</p> <p>Applied learning is emphasised in all focus area programmes. Guest lecturers are invited to provide industry perspectives to the learners. In Quantity Surveying, real project drawings and specifications are used, and site visits are organised to expose learners to the industry.</p> <p>FSA has had a challenging 2020<sup>6</sup> in terms of programme delivery. The Mental Health programme, in particular, needs to be closely monitored, for several reasons: the major increase<sup>7</sup> in enrolments, the relatively new teaching staff (although very qualified and experienced in the industry), and their current heavy workload. FSA has plans in place to support the teaching staff, including increasing its teaching pool in the Mental Health programme. At the time of the EER, FSA had already employed a placement coordinator.</p> |
| <p><b>Conclusion:</b></p> | <p>Programme design and delivery is appropriate and meets the needs of students and other stakeholders well. Regular review and stakeholder consultation ensures the programmes are</p>   |

<sup>5</sup> One of the findings in this evaluation is that there are some challenges being faced by Mental Health students in obtaining placements due to the work practicum hours required by the programme (355 hours, which is more than is required by other providers of the same programme).

<sup>6</sup> As a result of the Covid-19 global pandemic, New Zealand went into lockdown in March-May 2020, and Auckland into a second lockdown in August-October 2020.

<sup>7</sup> From 40 EFTS (equivalent full-time students), this programme increased to 79 EFTS in 2019, and since 2018 has also been delivered at another campus.

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|  | current and relevant. |
|--|-----------------------|

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

|                                   |   |
|-----------------------------------|---|
| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Excellent</b>  |
| Findings and supporting evidence: | <p>A student support team is stationed at each campus to provide pastoral care and support to the students. A holistic support service is provided, which includes a comprehensive orientation and assistance on important areas such as student loans and allowances, a hardship fund, and referral to professionals (i.e. counsellor) if needed. Clear communication is ensured by the student support team through informal contact with students, monthly group discussions, and formally through a monthly newsletter. Important policies and procedures, such as lodging complaints and the plagiarism policy, are discussed during orientation and regularly reiterated.</p> <p>FSA ensures students have proper eligibility to enter the programme, which is considered to be one of the factors in ensuring student success. Tutors identify learning needs and make adjustments to accommodate them, and ensure that students get the maximum learning experience in class. Aside from the tutor and the student support team, a new student is assigned a buddy in the first few weeks. There is also evidence of effective tutor support at work placement. In the Quantity Surveying programme, peer tutorial is a service being offered to students needing assistance.</p> <p>There are three student surveys during their time at FSA: the first impression survey, midpoint survey, and farewell survey. These contribute to FSA's understanding that the support provided to students is effective. Focus group discussions with students are also being held to gather feedback, and the student council effectively represents the student voice.</p> |
| Conclusion:                       | FSA effectively provides holistic support to students to ensure they are engaged in their learning.   |



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

|                                   |   |
|-----------------------------------|---|
| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Excellent</b>  |
| Findings and supporting evidence: | <p>FSA has clear strategic direction. The diversification of the programme portfolio with the inclusion of higher-level vocational education was well-considered, taking into consideration the sustainability of the organisation by tapping into the social needs and skills and employment demands of the country. In addition to its Youth Guarantee offering, programme niches are clearly identified (mental health, construction and, in the near future, information technology), and efforts are made to continuously develop these areas.</p> <p>The partnership with Otago Polytechnic has evolved over the years and has presented good opportunities for both parties. With ROVE<sup>8</sup> changing the landscape of tertiary education, mitigation measures have been put in place to ensure a more sustainable future for FSA.<sup>9</sup> Capability-building of FSA staff is a big focus, ensuring that all relevant OPAIC systems and capability are transferred to FSA before the polytechnics come under the governance of NZIST<sup>10</sup> in 2022. The capability-building strategy is supported by the newly established FSA board, academic board and Māori strategic committee.<sup>11</sup></p> <p>The FSA board has a strong composition, with its members having long, distinguished careers in the New Zealand tertiary education landscape, and is in a very good position to guide the organisation's future direction. The FSA organisation structure is sound, with the senior management team having clear delineation of responsibilities, and direct oversight by the chief executive. Staff members have good credentials, and ongoing professional development is supported and encouraged by</p> |

<sup>8</sup> Reform of Vocational Education, under the Education (Vocational Education and Training) Amendment Bill, enacted on 1 April 2020.

<sup>9</sup> A joint Otago Polytechnic-FSA project aims to 'migrate' all OPAIC programmes owned by Otago Polytechnic to FSA. As of this writing, applications for approval are with the NZQA Approvals and Accreditation business unit.

<sup>10</sup> New Zealand Institute of Skills and Technology

<sup>11</sup> All three have been established in 2020.

|             |   |
|-------------|---|
|             | <p>management. All teaching staff hold, or are in the process of obtaining, relevant teaching qualifications. Other relevant training, e.g. on assessment practices or Te Reo, are also provided.</p> <p>FSA's self-assessment in this area is robust, and shows an organisation that is evidence-driven in making decisions and improvements. All levels of the organisation are engaged in self-assessment. Strategic goals are reviewed annually, and other practices such as half-yearly staff reflection, monthly board meetings, staff monthly meetings and weekly management operational meetings contribute to the self-assessment culture of the organisation.</p> |
| Conclusion: | FSA's governance and management team, aided by its robust self-assessment practices, is effective in supporting educational achievement.  |

## 1.6 How effectively are important compliance accountabilities managed?

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Good</b>  |
| Self-assessment:                  | <b>Marginal</b>  |
| Findings and supporting evidence: | <p>There is a clear delineation of responsibilities in compliance management among the senior leadership team, while the chief executive has final oversight.</p> <p>Documents required for submission to NZQA on an annual basis are generally submitted on time. However, Fit and Proper Person and Conflict of Interest attestation forms for some of the governing members had not been submitted on time due to organisational changes and more urgent matters arising from the Covid-19 lockdown. These forms were submitted following the EER, and therefore are no longer listed as a requirement in this report.</p> <p>There is evidence that the focus area programmes are being delivered as per their NZQA approval; however, the Mental Health programme is being delivered full-time as well as part-time. As the NZQA approval for this programme was only for the former, the part-time delivery represents a breach of Section 12.1(d) of the NZQF Programme Approval and Accreditation Rules 2018. FSA was advised that a programme change application has to be submitted to NZQA as a matter of priority,</p> |

|                    |  |
|--------------------|--|
|                    | <p>and this has been actioned following the EER.</p> <p>In 2018, FSA by oversight enrolled learners to the then expiring mental health qualification<sup>12</sup>, and this resulted in NZQA adjusting the date for FSA. Following this, FSA put checks and measures in place to ensure that a similar oversight will not occur again.</p> <p>Most recently, tools are being used effectively to assist in compliance management, i.e. a new student management system, compliance calendar, updated quality management system and other policies and procedures.</p> <p>Other compliance responsibilities are being met, such as health and safety compliance and police vetting.</p> |
| <p>Conclusion:</p> | <p>Compliance management is generally good. Some lapses identified at the EER have since been addressed.</p>   |

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<sup>12</sup> National Certificate in Mental Health and Addiction Support (Level 4) (Qual 1678), which had a last date for entry on 31 December 2017.

# Focus areas

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

## 2.1 Focus area: New Zealand Certificate in Mental Health and Addiction Support Work (Level 4)

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

## 2.2 Focus area: New Zealand Diploma in Construction (Level 6) (Construction Management) (Quantity Surveying)

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

## 2.3 Focus area: Vocational Pathway – ECE (Level 2)

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

## Recommendations

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

NZQA recommends that Future Skills Academy:

1. Consider conducting a comparative analysis of programmes delivered at the Manukau and Royal Oak campuses, to gain an insight into the similarities and differences of performance per campus, and further possible improvements.
2. Continue to closely monitor the Mental Health programme to ensure that any significant increase in current and planned enrolments does not impact the quality of programme delivery, and that the tutors' workload is sustainable.

## 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.*

The identified requirement coming out of this EER has since been addressed by FSA (see 1.6 above). There are no outstanding requirements at the time of release of this report.

# Appendix 1

## Focus area 1: Mental Health Level 4 completion data

| TABLE A<br>MENTAL HEALTH PROGRAMMES COURSE COMPLETIONS<br>TEC PLAN COMMITMENTS & ACTUAL PERFORMANCE 2016 - 2019   |  |            |                       |            |                          |         |                      |            |
|---|--|------------|-----------------------|------------|--------------------------|---------|----------------------|------------|
| <b>2016 TEC Plan commitments:</b><br><i>Course completions of 82% at levels 3 and above and level 4 and above across all categories (ALL, Maori and Pasifika). No commitment for Other.</i>   |  |            |                       |            |                          |         |                      |            |
|   | NZC1678 Nat Cert Mental Health 2016                              |            |                       |            |                          |         |                      |            |
|   | Total Student Numbers  | Total EFTS | No. of Maori Students | Maori EFTS | No. of Pasifika Students | PI EFTS | Total Other Students | Other EFTS |
| Total students  | 55   | 39.9168    | 29                    | 20.1874    | 14                       | 10.6272 | 12                   | 9.1022     |
| Course completions %  |  | 68%        |                       | 60%        |                          | 71%     |                      | 82%        |
| <b>2017 TEC Plan commitments:</b><br><i>Course completions at level 4 and above: 83% for all ethnicities, 78% for Maori, 82% for Pasifika. No commitment for Other.</i><br><i>Course completions at level 3 and above: 80% for All ethnicities, 75% for Maori, and 82% for Pasifika. No commitment for Other. Some courses within MH 1678 were at level 3</i> |  |            |                       |            |                          |         |                      |            |
|   | NZC1678 Nat Cert Mental Health 2017                              |            |                       |            |                          |         |                      |            |
|   | Total Student Numbers  | Total EFTS | No. of Maori Students | Maori EFTS | No. of Pasifika Students | PI EFTS | Total Other Students | Other EFTS |
| Total students  | 61   | 41.0592    | 20                    | 14.087     | 26                       | 16.9786 | 15                   | 9.9936     |
| Course completions %  |  | 86%        |                       | 89%        |                          | 83%     |                      | 86%        |
| <b>2018 TEC Plan commitments:</b><br><i>Course completions of 75% at all levels across all categories ( ALL, Pasifika and Maori)</i>  |  |            |                       |            |                          |         |                      |            |
|   | NZC2992 & NC1678 Combined Mental Health (old and new quals) 2018 |            |                       |            |                          |         |                      |            |
|   | Total Student Numbers  | Total EFTS | No. of Maori Students | Maori EFTS | No. of Pasifika Students | PI EFTS | Total Other Students | Other EFTS |
| Total students  | 72   | 39.3603    | 18                    | 8.5689     | 28                       | 16.1126 | 26                   | 14.6788    |
| Course completions %  |  | 91%        |                       | 89%        |                          | 84%     |                      | 99%        |

|                            | <b>NC1678 Nat Cert Mental Health 2018 (last intake for this qualification)</b> |                   |                              |                   |                                 |                |                             |                   |
|----------------------------|--|-------------------|------------------------------|-------------------|---------------------------------|----------------|-----------------------------|-------------------|
|                            | <b>Total Student Numbers</b>   | <b>Total EFTS</b> | <b>No. of Maori Students</b> | <b>Maori EFTS</b> | <b>No. of Pasifika Students</b> | <b>PI EFTS</b> | <b>Total Other Students</b> | <b>Other EFTS</b> |
| <b>Total students</b>      | 51   | 35.0675           | 10                           | 7.0685            | 22                              | 14.5622        | 19                          | 13.4368           |
| <b>Course completions</b>  | 48   | 32.0832           | 9                            | 6.6433            | 20                              | 12.0031        | 19                          | 13.4368           |
| <b>Course completion %</b> |  | 91%               |                              | 94%               |                                 | 82%            |                             | 100%              |

|                            | <b>NZC2992 NZ Cert In Health and Wellbeing (Mental Health) level 4 (2018)</b>   |                   |                              |                   |                                 |                |                             |                   |
|----------------------------|---|-------------------|------------------------------|-------------------|---------------------------------|----------------|-----------------------------|-------------------|
|                            | <b>Total Student Numbers</b>  | <b>Total EFTS</b> | <b>No. of Maori Students</b> | <b>Maori EFTS</b> | <b>No. of Pasifika Students</b> | <b>PI EFTS</b> | <b>Total Other Students</b> | <b>Other EFTS</b> |
| <b>Total students</b>      | 21  | 4.2928            | 8                            | 1.5004            | 6                               | 1.5504         | 7                           | 1.242             |
| <b>Course completions</b>  | 19  | 3.6343            | 7                            | 0.9586            | 6                               | 1.5504         | 6                           | 1.1253            |
| <b>Course completion %</b> |   | 85%               |                              | 64%               |                                 | 100%           |                             | 91%               |
| <b>Notes</b>               | <p>First intakes commenced Sept-October 2018 and thus there are no qualification completions</p> <p>The EFTS consumed for this qualification are fewer than 5 EFTS and so extraction of any course completion rate by percentage is unreliable.</p> |                   |                              |                   |                                 |                |                             |                   |

**2019 TEC Plan Commitments:**

*Course completions of 65% for Maori, 65% for Pasifika, and 75% for non Maori non Pasifika (Other). No commitment for ALL.*

|                             | <b>NZC2992 MENTAL HEALTH 2019</b> |                   |                              |                   |                                 |                |                             |                   |
|-----------------------------|-----------------------------------|-------------------|------------------------------|-------------------|---------------------------------|----------------|-----------------------------|-------------------|
|                             | <b>Total Student Numbers</b>      | <b>Total EFTS</b> | <b>No. of Maori Students</b> | <b>Maori EFTS</b> | <b>No. of Pasifika Students</b> | <b>PI EFTS</b> | <b>Total Other Students</b> | <b>Other EFTS</b> |
| <b>Total students</b>       | 109                               | 76.25             | 25                           | 20.33             | 33                              | 22.15          | 53                          | 35.3              |
| <b>Course completions %</b> |                                   | 79%               |                              | 74%               |                                 | 76%            |                             | 85%               |

| <b>TABLE B</b>   |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <b>QUAL COMPLETION BY COHORT FOR MENTAL HEALTH LEARNERS 2016-2019</b>  |  |  |  |  |  |  |
| <i>Includes both qualifications (NC1678 and NZC2992) and covers All Learners, Maori, Pasifika, and Non Maori - Non Pasifika results as at 15th October 2020.</i> |  |  |  |  |  |  |
| <i>All results except 2019 All Ethnicities and 2019 Non Maori - Non Pasifika are considered final.</i>   |  |  |  |  |  |  |

| <b>ALL LEARNERS IN COHORT</b>                             |                      |                    |                        |                     |               |                      |
|---|----------------------|--------------------|------------------------|---------------------|---------------|----------------------|
| <b>Year</b>   | <b>Qualification</b> | <b>cohort size</b> | <b>number of grads</b> | <b>% Qual Comps</b> | <b>Status</b> | <b>Cohort Target</b> |
| <b>2016</b>   | MH 1678              | 52                 | 34                     | 65%                 | final         | no target            |
| <b>2017</b>   | MH 1678              | 47                 | 38                     | 81%                 | final         | no target            |
| <b>2018</b>   | MH 1678              | 32                 | 30                     | 94%                 | final         | 65%                  |
| <b>2018</b>   | MH2992               | 21                 | 12                     | 57%                 | final         | 65%                  |
| <b>2018</b>   | Combined quals       | 53                 | 42                     | 79%                 | final         | 65%                  |
| <b>2019</b>   | MH 2992              | 93                 | 70                     | 75%                 | interim       | no target            |
| <b>TOTAL NUMBER OF GRADS (ALL ETHNICITIES) 2016-2019:</b> |                      |                    |                        |                     |               | <b>184</b>           |

| <b>MAORI LEARNERS IN COHORT</b>               |                      |                    |                        |                     |               |                      |
|---|----------------------|--------------------|------------------------|---------------------|---------------|----------------------|
| <b>Year</b>                                   | <b>Qualification</b> | <b>cohort size</b> | <b>number of grads</b> | <b>% Qual Comps</b> | <b>Status</b> | <b>Cohort Target</b> |
| <b>2017</b>                                   | MH 1678              | 12                 | 10                     | 83%                 | final         | no target            |
| <b>2018</b>                                   | MH 1678              | 7                  | 7                      | 100%                | final         | 65%                  |
| <b>2018</b>                                   | MH2992               | 8                  | 1                      | 13%                 | final         | 65%                  |
| <b>2018</b>                                   | Combined quals       | 15                 | 8                      | 53%                 | final         | 65%                  |
| <b>2019</b>                                   | MH 2992              | 18                 | 15                     | 83%                 | final         | no target            |
| <b>TOTAL NUMBER OF MAORI GRADS 2016-2019:</b> |                      |                    |                        |                     |               | <b>51</b>            |

| <b>PASIFIKA LEARNERS IN COHORT</b>               |                      |                    |                        |                     |               |                      |
|--|----------------------|--------------------|------------------------|---------------------|---------------|----------------------|
| <b>Year</b>                                      | <b>Qualification</b> | <b>cohort size</b> | <b>number of grads</b> | <b>% Qual Comps</b> | <b>Status</b> | <b>Cohort Target</b> |
| <b>2016</b>                                      | MH 1678              | 21                 | 14                     | 67%                 | final         | no target            |
| <b>2017</b>                                      | MH 1678              | 21                 | 16                     | 76%                 | final         | no target            |
| <b>2018</b>                                      | MH 1678              | 13                 | 11                     | 85%                 | final         | 65%                  |
| <b>2018</b>                                      | MH2992               | 6                  | 6                      | 100%                | final         | 65%                  |
| <b>2018</b>                                      | Combined quals       | 19                 | 17                     | 89%                 | final         | 65%                  |
| <b>2019</b>                                      | MH 2992              | 23                 | 14                     | 61%                 | final         | no target            |
| <b>TOTAL NUMBER OF PASIFIKA GRADS 2016-2019:</b> |                      |                    |                        |                     |               | <b>61</b>            |



| <b>NON MAORI - NON PASIFIKA LEARNERS IN COHORT</b>               |                      |                    |                        |                     |               |                      |
|--|----------------------|--------------------|------------------------|---------------------|---------------|----------------------|
| <b>Year</b>  | <b>Qualification</b> | <b>cohort size</b> | <b>number of grads</b> | <b>% Qual Comps</b> | <b>Status</b> | <b>Cohort Target</b> |
| <b>2016</b>  | MH 1678              | 9                  | 8                      | 89%                 | final         | no target            |
| <b>2017</b>  | MH 1678              | 14                 | 12                     | 86%                 | final         | no target            |
| <b>2018</b>  | MH 1678              | 12                 | 12                     | 100%                | final         | no target            |
| <b>2018</b>  | MH2992               | 6                  | 6                      | 100%                | final         | no target            |
| <b>2018</b>  | Combined quals       | 18                 | 18                     | 100%                | final         | no target            |
| <b>2019</b>  | MH 2992              | 23                 | 14                     | 61%                 | interim       | no target            |
| <b>TOTAL NUMBER OF NON MAORI - NON PASIFIKA GRADS 2016-2019:</b> |                      |                    |                        |                     |               | <b>52</b>            |

## Focus area 2: Quantity Surveying Level 6 completion data

| TABLE C<br>NZ Dip Construction Course Completions 2017-2019   |   |            |                       |            |                          |         |                      |            |
|---|---|------------|-----------------------|------------|--------------------------|---------|----------------------|------------|
| <b>2017 TEC Plan commitments:</b><br><i>Course completions at level 4 and above: 83% for all ethnicities, 78% for Maori, 82% for Pasifika. No commitment for Other.</i> |   |            |                       |            |                          |         |                      |            |
|   | NZ Diploma in Construction NZD2420 2017   |            |                       |            |                          |         |                      |            |
|   | Total Student Numbers   | Total EFTS | No. of Maori Students | Maori EFTS | No. of Pasifika Students | PI EFTS | Total Other Students | Other EFTS |
| Total students  | 3   | 2          | 0                     | 0          | 1                        | 0.5     | 2                    | 1.5        |
| Course completions %  |   | 56%        |                       |            |                          | 0       |                      | 75%        |
| Notes   | The EFTS consumed for this qualification are fewer than 5 EFTS and so extraction of any course completion rate by percentage is unreliable. |            |                       |            |                          |         |                      |            |

| <b>2018 TEC Plan commitments:</b><br><i>Course completions of 75% at all levels across all categories ( ALL, Pasifika and Maori)</i> |   |            |                       |            |                          |         |                      |            |
|--|---|------------|-----------------------|------------|--------------------------|---------|----------------------|------------|
|  | NZ Diploma in Construction NZD2420 2018 |            |                       |            |                          |         |                      |            |
|  | Total Student Numbers                   | Total EFTS | No. of Maori Students | Maori EFTS | No. of Pasifika Students | PI EFTS | Total Other Students | Other EFTS |
| Total students   | 8                                       | 5.25       | 0                     | 0          | 2                        | 1.25    | 6                    | 4          |
| Course completions %   |   | 67%        |                       |            |                          | 0       |                      | 88%        |

| <b>2019 TEC Plan commitments:</b><br><i>Course completions of 65% for Maori, 65% for Pasifika, and 75% for non Maori non Pasifika (Other) . No commitment for ALL</i> |   |            |                       |            |                          |         |                      |            |
|---|---|------------|-----------------------|------------|--------------------------|---------|----------------------|------------|
|   | NZ Diploma in Construction NZD2420 2019 |            |                       |            |                          |         |                      |            |
|   | Total Student Numbers                   | Total EFTS | No. of Maori Students | Maori EFTS | No. of Pasifika Students | PI EFTS | Total Other Students | Other EFTS |
| Total students  | 17                                      | 13.75      | 0                     |            | 3                        | 1.75    | 14                   | 12         |
| Course completions %  |   | 77.27%     |                       |            |                          | 85.71%  |                      | 76.24%     |

Focus area 3: Vocational Pathway – ECE Level 2 completion data

| <b>TABLE D</b>  |                              |                   |                              |                   |                                 |                |  |
|---|------------------------------|-------------------|------------------------------|-------------------|---------------------------------|----------------|--|
| <b>ECE NCEA VP (Social and Community Services) Level 2</b>  |                              |                   |                              |                   |                                 |                |  |
| <b>Course Completions 2016-2019 (YG and SAC targeted funding)</b>   |                              |                   |                              |                   |                                 |                |  |
| This shading identifies data where there are 5 EFTS or more and thus has robustness in considering a percentage |                              |                   |                              |                   |                                 |                |  |
| <b>ECE-VP YG 2016</b>   |                              |                   |                              |                   |                                 |                | <b>Notes</b>   |
|   | <b>Total Student Numbers</b> | <b>Total EFTS</b> | <b>No. of Maori Students</b> | <b>Maori EFTS</b> | <b>No. of Pasifika Students</b> | <b>PI EFTS</b> |  |
| <b>Total students</b>   | 9                            | 5.3163            | 2                            | 0.9833            | 3                               | 1.7583         | Only YG funded students enrolled                     |
| <b>Course completions</b>   | 9                            | 3.0666            | 2                            | 0.9833            | 3                               | 0.7083         |  |
| <b>Course completion %</b>  |                              | 58%               |                              | 100%              |                                 | 40%            |  |
| <b>EPI Course Completion Target</b>   |                              | 60%               |                              | no target         |                                 | no target      |  |
| <b>ECE YG &amp; SAC COMBINED 2017</b>   |                              |                   |                              |                   |                                 |                | <b>Notes</b>   |
|   | <b>Total Student Numbers</b> | <b>Total EFTS</b> | <b>No. of Maori Students</b> | <b>Maori EFTS</b> | <b>No. of Pasifika Students</b> | <b>PI EFTS</b> |  |
| <b>Total students</b>   | 33                           | 16.13             | 5                            | 2.53              | 13                              | 5.3            |  |
| <b>Course completions</b>   | 30                           | 13.72             | 5                            | 1.98              | 11                              | 4.2            |  |
| <b>Course completion %</b>  |                              | 85%               |                              | 78%               |                                 | 79%            | 11 EFTS were consumed under SAC1&2 & achieved 90% CC |
| <b>EPI Course Completion Target</b>   |                              | 76%               |                              | no target         |                                 | no target      |  |
| <b>ECE YG &amp; SAC COMBINED 2018</b>   |                              |                   |                              |                   |                                 |                |  |
|   | <b>Total Student Numbers</b> | <b>Total EFTS</b> | <b>No. of Maori Students</b> | <b>Maori EFTS</b> | <b>No. of Pasifika Students</b> | <b>PI EFTS</b> |  |
| <b>Total students</b>   | 50                           | 26.1              | 6                            | 3.1               | 8                               | 4.06           |  |
| <b>Course completions</b>   | 48                           | 19.5              | 6                            | 2.9               | 7                               | 1.2            |  |
| <b>Course completion %</b>  |                              | 75%               |                              | 93.4%             |                                 | 30%            |  |
| <b>EPI Course Completion Target</b>   |                              | 76%               |                              | no target         |                                 | no target      | 5.3 EFTS of YG achieved cc rate of 58%               |

| ECE YG & SAC COMBINED 2019   |   |                 |                       |            |   |                          |                     |                    |
|--|---|-----------------|-----------------------|------------|---|--------------------------|---------------------|--------------------|
|  | Total Student Numbers   | Total EFTS      | No. of Maori Students | Maori EFTS | No. of Pasifika Students                  | PI EFTS                  | Total Non M -Non PI | EFTS Non M -Non PI |
| Total students   | 56  | 27.16           | 9                     | 4.06       | 7   | 3.22                     | 40                  | 19.9               |
| Course completions   |   | 76.9%           |                       | 70.2%      |   | 67.4%                    |                     | 80%                |
| Course completion %  |   | no target       |                       | 65%        |   | 65%                      |                     | 76%                |
| EPI Course Completion Target   |   |                 |                       |            |   |                          |                     |                    |
| Notes  | YG consumption total was 3.22 EFTS  |                 |                       |            |   |                          |                     |                    |
| <b>TABLE E</b>   |   |                 |                       |            |   |                          |                     |                    |
| <b>QUALIFICATION COMPLETIONS FOR ECE PROGRAMME NCEA VP Level 2</b>                 |   |                 |                       |            |   |                          |                     |                    |
| <b>RESULTS FOR ALL LEARNERS IN EACH COHORT YEAR - ALL FUNDING STREAMS COMBINED</b> |   |                 |                       |            |   |                          |                     |                    |
| Year   | cohort size   | number of grads | % Qual Comps          | Status     | Cohort Based Target                       | Funding streams          |                     |                    |
| 2016   | 18  | 6               | 33%                   | final      | no target                                 | YG                       |                     |                    |
| 2017   | 30  | 25              | 83%                   | final      | no target                                 | YG & SAC 1&2 Contestable |                     |                    |
| 2018   | 43  | 30              | 70%                   | final      | 65%                                       | YG & SAC 1&2 Contestable |                     |                    |
| 2019   | 41  | 23              | 56%*                  | final      | no target                                 | YG & SAC Plan            |                     |                    |
| Notes  | * 4 students withdrew from 2019 cohort as they gained employment, 6 students withdrew from the 2019 cohort because of family responsibilities |                 |                       |            |   |                          |                     |                    |
| <b>TOTAL NUMBER OF GRADS 2016-2019:</b>  |   |                 |                       |            | <b>85 out of 132 confirmed enrolments</b> |                          | <b>64%</b>          |                    |
| <b>30% of all graduates were Maori or Pasifika</b>                                 |   |                 |                       |            |   |                          |                     |                    |
| <b>TOTAL NUMBER OF MAORI GRADS 2016-2019:</b>                                      |   |                 |                       |            | <b>16</b>                                 |                          |                     |                    |
| <b>TOTAL NUMBER OF PASIFIKA GRADS 2016-2019:</b>                                   |   |                 |                       |            | <b>9</b>                                  |                          |                     |                    |

# Appendix 2

## Conduct of external evaluation and review

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

### *Disclaimer*

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

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

- *Identify organisational fraud<sup>13</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>13</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

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

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

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

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

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)