Report of External Evaluation and Review

K’Aute Pasifika Trust

Confident in educational performance
Confident in capability in self-assessment

Date of report: 18 October 2013
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: K’Aute Pasifika Trust (K’Aute)
Type: Private training establishment
Head Office location: 960 Victoria Street, Level 1, Hamilton
Delivery sites: W Block, Waikato Institute of Technology (Wintec) campus, Tristram Street, Hamilton
First registered: 7 May 2002
Courses currently delivered: Foundation-Focused Training Opportunities (FFTO) programme – Employment Skills. This is a 48-week programme funded by the Tertiary Education Commission (TEC). English for Speakers of Other Languages (ESOL). This is a 12-week Adult Education and Community (ACE) TEC-funded programme. Funding is provided to Wintec, which has an agreement with K’Aute to deliver the programme on its behalf. K’Aute delivers three intakes per year – two basic English intakes and once advanced English intake.
Code of Practice signatory?: K’Aute does not deliver training to international learners.
Number of students: K’Aute is funded for eight FFTO places. It delivers the ESOL programme to 26 learners each year. All K’Aute learners are of Pasifika descent.
Number of staff: 1.5 full-time equivalent teaching staff
Scope of active accreditation: K’Aute is not currently accredited to offer qualifications but has accreditation to offer unit standards in a range of domains at levels 1-3. An application for programme approval for the National Certificate in Employment Skills (Level 1) is currently before NZQA.

Distinctive characteristics: K’Aute is a charitable trust serving diverse Pasifika communities in the Waikato region. K’Aute has three service arms: education, health and social services. The trust’s objective is to champion the development of responsive health, education and well-being strategies that are appropriate and affordable for Pasifika people.

K’Aute’s learner population is 100 per cent Pasifika. Teaching staff are of Samoan and Tongan descent. K’Aute has a close relationship with the education unit located on Wintec campus. K’Aute learners have access to a number of Wintec’s facilities.

Recent significant changes: K’Aute has undergone a number of recent significant changes. It has a newly constituted governance board. Some new board members have been appointed, two of whom have significant education experience and close contact with the management of the education unit. A part-time assistant tutor has been appointed. In 2012, K’Aute received funding for an additional learner place in the FFTO programme.

Following K’Aute’s last external evaluation and review (EER), it entered into a Memorandum of Understanding with two external educational providers to undertake K’Aute’s assessment and moderation.

Previous quality assurance history: At K’Aute’s last EER, in January 2012 (report dated May 2012), NZQA was Not Yet Confident in K’Aute’s educational performance and Not Confident in its capability in self-assessment. Key concerns included a lack of monitoring of education outcomes by governance and management, no educational experience in governance and management, no support for the sole tutor, no risk management strategy if the sole tutor were to leave, no systematic self-assessment
and no planned monitoring activities. These concerns were similar to those identified at the previous EER conducted in December 2009.

K’Aute met NZQA national external moderation requirements in 2012. Internal assessment and moderation has been undertaken for K’Aute by an external provider since its last EER.

2. Scope of external evaluation and review

The following focus areas were evaluated:

- Governance, management and strategy, being a mandatory focus area
- Foundation-Focused Training Opportunities (FFTO) programme – Employment Skills
- English for Speakers of Other Languages (ESOL).

The latter two focus areas cover all of the programmes delivered by K’Aute.

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.

Two evaluators conducted the EER over two days at K’Aute’s Victoria Street, Hamilton head office and Wintec delivery site. The evaluation team interviewed the chief executive and two board members (one of whom is the education manager), the two tutors and a classroom of learners. A range of documentary evidence was sighted during the EER visit, including: board meeting minutes, K’Aute’s constitution, an organisation plan and business development plan, records of tutor observations and evaluation summaries, moderation information, achievement data and learner destination information, learner profile and competency assessments, graduate stories and K’Aute’s self-assessment summary.
Summary of Results

Statement of confidence on educational performance

NZQA is Confident in the educational performance of K’Aute Pasifika Trust.

Governance and management’s support of educational achievement has improved significantly over the past year. K’Aute took immediate steps to respond to key gaps identified at its last EER to improve educational performance. Importantly, K’Aute has put in place appropriate and authentic activities and processes which are part of a longer-term focus on developing and supporting K’Aute’s education arm to facilitate sustainable organisational change.

Included in these changes has been an active involvement of the chief executive in K’Aute’s education operation, and increased resources allocated to support learning and teaching. Two new board members with significant educational experience have been appointed and have close contact and involvement with teaching staff and the operations of the education unit. This has been integral to identifying and conveying to the governance board immediate and longer-term priorities and important areas of focus to support educational performance.

K’Aute has concentrated on the development and support of teaching staff to maintain and enhance effective teaching. At an immediate level, this has included the appointment and development of a part-time assistant tutor, internal mentoring, guidance and close engagement of the principal tutor, and support for her to develop linkages with external peers. In the longer-term, a workforce development plan is currently before the board for approval. This is centred on ensuring sustained organisational support, development and mentoring of staff.

Management’s leadership, support, presence and high-level contacts have transformed the outlook and sense of collegiality and well-being of the principal tutor, who is no longer isolated and feels more valued. Significantly, the tutors now have the time and opportunity, in connection with the management team, to review, reflect and plan activities focused on enhancing learning and teaching.

Learner achievement and outcomes are strong, and are likely to be enhanced by intended improved learner-centred activities and staff development and support. Over 80 per cent of FFTO learners have completed their 48-week programme, thus exceeding funder performance targets. Nearly all learners completed the ESOL programme in 2011 and 2012.

In addition, a high number of FFTO and ESOL graduates were in employment or further education after completing their programme with K’Aute. Reported labour market outcomes in the FFTO programme have increased significantly in the last two years to meet funder performance targets, increasing from 37 per cent in 2009 to 67 per cent in 2011, and estimated at 75 per cent in 2012. This reflects K’Aute’s improved focus on learner outcomes, and improvements in data analysis, recording and ensuring accurate funder information.
It crucial that K’Aute maintains current levels of focus and commitment and continues to implement and review key processes aimed at supporting and improving educational performance. Ensuring clear lines of responsibility for compliance and administrative reporting, creating wider external opportunities for learners, and better understanding the wider value and currency of its programmes from an external perspective, remain key areas of focus for the organisation.

However, key operation and strategic improvements made to date (e.g. new key appointments, staff development, mentoring and support, and the approval and implementation of a staff development and workforce plan) give confidence in K’Aute’s approach, commitment and decision-making, and assurance that it is focused on working to embed the improvements made so far. It is now on track to begin implementing further improvements beyond addressing immediate gaps that necessitated a priority focus.

**Statement of confidence on capability in self-assessment**

NZQA is **Confident** in the capability in self-assessment of **K’Aute Pasifika Trust**.

While there are areas of self-assessment requiring focus, and aspects of the quality and validity of self-assessment information that still need to be strengthened, on balance and in the context of K’Aute’s journey of organisational change, NZQA is confident in K’Aute’s capability in self-assessment at this point in time.

What has tipped the balance is K’Aute’s purposeful approach to reviewing its educational performance and to responding strongly and effectively to improve priority areas over the last 12 months. K’Aute has reviewed and addressed priority areas and made improvements through an approach based on authentic, careful needs analysis, driven by a long-term view, including:

- Appointing committed, effective and appropriate board members, two with strong educational experience
- Recruiting an assistant tutor based on qualities of her proactivity, commitment to Pasifika education, ability to engage well with Pasifika learners and communities, and interest in teaching and self-development
- Engaging with teaching staff, undertaking teaching observations, and reviewing learner feedback to inform long-term staff development, mentoring and support
- Recruiting for a permanent general manager position as part of securing clearer roles and responsibilities.

The quality and validity of self-assessment information that K’Aute produces and reviews is good. The depth of the information collected could be enhanced to enable further insights into the value of K’Aute’s contribution to learner and key stakeholder outcomes and to further strengthen educational outcomes.
A fuller picture of educational performance could also be achieved by focusing self-assessment on the relevance of programmes and activities to key stakeholders and learners and how well their needs are being matched (management has begun thinking about the development of learning activities and resources, and has been reviewing learner feedback and engaging specifically with learners about this).

K’Aute has made some key and very useful improvements and there is evidence that the positive impact of these changes is opening up conversations and providing K’Aute with key insights, enthusiasm and confidence to engage in further self-assessment activities with some key areas of focus already identified (e.g. increasing external learning activities, reviewing resources to ensure relevance, reviewing capability needed to write and modify the organisation’s own unit standards teaching and assessment materials, and continuing to think about longer-term professional development relevant to each staff member).
Findings

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Understanding and monitoring learner achievement now occurs at the governance and management level of the organisation. This is a key shift from the last two EERs when learner achievement was only understood at a tutor/programme level.

Learners enrolled in the FFTO programme have achieved well at K’Aute. From 2010-2012, course completions have met or exceeded the TEC’s expectation that 80 per cent of learners will complete their course of study, with only one or two learners not completing the 48-week programme in each year. In 2011, average credit achievement per learner was 35 credits – surpassing the TEC’s expectation of an average 25-credit achievement. K’Aute identifies average credit achievement at approximately the same in 2012.

Achievement in the ACE-funded ESOL programme seems solid, although neither K’Aute nor the institute of technology that contracts K’Aute’s delivery of the training has set targets of what is expected in terms of learner achievement. In 2012, 23 of 26 learners who were enrolled in the ESOL programme completed their course of study, and 33 of 35 in 2011. A solid number of FFTO and ESOL graduates were in employment or further education after completing their programme with K’Aute (see section 1.2).

In both programmes, learner achievement is regularly gauged against periodic assessments of individual skills and competencies, showing ongoing progress in areas such as language, communication, literacy and numeracy. Observations of communication, confidence, level of interactions and English language usage are undertaken and reviewed throughout the programme, as is learner progress in developing skills such as presentation, reliability and punctuality.

Since the last EER, the tutor has introduced the TEC’s numeracy and literacy assessment tool to both programmes. While K’Aute has been slow to introduce this, and a second assessment to gauge progression was yet to occur at the time of the EER (but is timetabled to occur in August), the results of the first assessment had been used to inform individual learning plans and to pinpoint learners’ needs. K’Aute intends using the tool to assess learners three times during the programme, recognising the importance of a mid-point assessment to guide individualised teaching and support.

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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.
Learners interviewed for the EER confirmed that they had acquired or improved their core skills as a result of studying at K’Aute. Stories shared related to learners feeling more confident about speaking up in employment settings where language barriers and low confidence had previously been a barrier to workplace participation, and having the self-belief and motivation to upskill and to continue in higher education or to set their sights on higher-skilled employment (as confirmed by solid destination data).

Self-assessment has improved markedly since the last EER. Close engagement between teaching staff and management now occurs regularly regarding progress toward contracted learner achievement requirements and outcomes. K’Aute, at both a programme and governance and management level, understands and monitors individual learner achievement and tracks progress against funder requirements. Tracking of learner achievement in the ESOL programme is occurring beyond funder requirements, and is driven by supporting learner achievement. Unit standard credit achievements are now regularly reported.

Management undertakes observations of teaching and learning, and also undertakes progress discussions with individual learners. There is regular reporting by management to the K’Aute board about learner achievement, including using this information to identify to the board where resources need to be focused.

K’Aute is yet to undergo a process of establishing its own learner achievement benchmarks or targets to further inform its understanding of how well learners are achieving at various points within each programme, and over time. This would guide an understanding of where improvements or specific support may need to be tailored. For example, what progress is expected to be seen in terms of learners’ workplace learning experiences and skills acquisition at specific points within the programme? When is achievement strong or not?

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Reported labour market outcomes in the FFTO programme have increased significantly over the last two years, reflecting K’Aute’s improved focus on learner outcomes and improvements in data analysis, recording and ensuring external funder information is accurate.

Labour market outcomes in 2011 were 67 per cent, and are estimated by K’Aute to be 75 per cent in 2012, exceeding funder requirements of a minimum of 64 per cent. Indeed, the TEC funded K’Aute for an additional place in 2012 as a result of programme demand and labour market outcomes achieved. This is in contrast to
previously lost funded places and labour market outcomes of 38 per cent identified at the last EER, and 37 per cent reported for 2009 by the TEC.

Similarly, destination outcomes for ESOL learners appear strong, although there are no set targets to guide desired results in the ACE programme. In 2012, 12 of 16 graduates were in employment and education after completing the programme (two had either retired, relocated or were deceased). In 2011, 20 of 22 graduates were in education or employment (with one learner retired). While K’Aute maintains an awareness of these graduate destinations (beyond funder requirements) it would be useful for it to analyse the specific nature of employment and level of education that graduates progressed to. This would strengthen its understanding of the value of the programme and the difference it has made in learners’ lives.

K’Aute attributes the achievement of strong labour market outcome results to several factors: increased learner confidence and motivation to achieve; the continuous encouragement and support of the principal tutor (including supporting learners to connect with prospective employers); close connections with and proximity to Wintec; learner knowledge of different opportunities available in health and social services, and opportunities to obtain work experience in these areas through K’Aute’s services in these realms; and learner engagement and encouragement from successful K’Aute graduates.

Graduates’ stories collected by K’Aute also confirm that their experience at K’Aute was significant to their progression to employment and higher study (including successfully completing degrees and diplomas), through being shown belief in their abilities, and, for Pacific-born learners, improved English language and communication competencies which have removed a key barrier to progression.

Graduate stories, testimonials and information collected about graduate experiences and outcomes affirm the strong value of teaching and learning at K’Aute and its important place as a platform to higher learning. K’Aute identifies that many graduates progress to higher study, often to Wintec, given learners’ proximity to and prior association with that institution. It also identifies that all learners who sought to enrol with Wintec have been accepted into its programmes and that the majority have done well in higher education. Some graduate stories confirm their successful completion of higher qualifications after leaving K’Aute. Analysis and presentation of the specific nature and scale of outcomes for each learner would provide a more complete picture of learner outcomes.

K’Aute is yet to establish a process to systematically and proactively engage with employers or key staff involved in graduates’ higher learning journeys about how well the programmes, teaching and learning at K’Aute have prepared learners for employment or further study. While K’Aute already has an understanding of valued outcomes, such information would inform it of where programme improvements could be made (such as to meet specific employer needs), or further affirm the value of educational provision at K’Aute.
1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Learner needs are well understood and mostly well matched at K’Aute, with the teaching structured around the individual needs of learners, and programme materials developed for diverse learner levels.

Learners undergo an initial two-week observation/trial period prior to enrolment to ensure that the programme will match their needs. Competency assessments are undertaken to determine factors such as the learner’s level of language, numeracy and literacy. A learner profile and individual learning plan is produced for each learner to identify and map intended teaching and learning approaches, learner progression towards the achievement of pre-determined goals, skills and competencies, and unit standard completion.

In the ESOL programme, the tutor has developed a variety of teaching resources to meet different learner needs and skill levels. However, these have not been externally reviewed, and nor has the tutor benefited from external collegial opportunities to share teaching and learning practices in the ESOL area. This is an area of focus for K’Aute, which is currently in discussions to facilitate such external opportunities.

Facilitating greater external learning activities is a current focus for K’Aute and arose following management’s recent discussions with learners and teaching staff, and following teaching observations. For example, while FFTO learners experience insightful, supportive workplace learning opportunities and mentoring within K’Aute’s social services and health arms, and which caters to a diversity of desired experiences (e.g. administration, client engagement and communication and involvement in outreach activities), K’Aute has recognised that it needs to create greater external employment linkages to broaden opportunities for different learners. In the ESOL programme, this would provide learners with enhanced opportunities to engage in diverse and naturally occurring external situations to practise and gain confidence with their English.

The pressure on the principal tutor in her focus on responding to the individual needs of all learners was a concern at the last EER. This pressure has eased with K’Aute’s recruitment of an assistant tutor, and should continue to be reduced so long as K’Aute continues a high level of ongoing professional development to support the principal tutor and to mentor and support the assistant tutor to develop in her role. A further key improvement from the last EER is that teaching staff now feel well supported with sufficient resources.

While administration and compliance analysis and reporting processes have been improved, management needs to strengthen these processes and ensure clear roles and responsibilities in this area.
The shift in management’s involvement in understanding how well programmes and activities are matching needs is of note. This has led to discussions between management and teaching staff about the quality of unit standard materials, and which in turn is informing future planning in terms of resource and staff development. The chief executive has also been active in engaging with learners and teaching staff about the quality of the learning experience at K’Aute, including analysing feedback and student evaluations to inform professional development.

A current gap in self-assessment is K’Aute’s lack of systematic external engagement to understand the quality and currency of its programmes to suitably prepare graduates for employment or further study.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Since the last EER, there has been a significant shift in the way that management understands and supports effective teaching.

K’Aute has appointed two new board members with significant education experience and who have undertaken an active role in understanding teaching staff development needs. This has led to worthwhile improvements and is contributing to the implementation of an organisational workforce development plan currently before the board for approval.

The principal tutor now feels well supported and no longer isolated, as a result of frequent discussions with the newly appointed education manager about teaching practice and experiences, and guidance on areas that can be improved. The education manager has introduced the principal tutor to staff from other tertiary education organisations, which has led to ongoing conversations about teaching practice and mentoring. This has resulted in a noticeably positive change in the tutor’s outlook and how valued she feels. As noted in previous EER reports, the principal tutor is well qualified and experienced and is highly valued by learners.

K’Aute has appointed an assistant tutor who is supporting the principal tutor with her workload, and is valued by learners for her approach. The new tutor also feels supported by the organisation, which has helped her to complete a Certificate in Adult Teaching, which has added to her increasing confidence and readiness in progressing to a sole teaching role.

Whereas student evaluations were previously the sole means through which the principal tutor sought to understand her teaching effectiveness (and which provided limited insights), this is now also informed by teaching observations and feedback from learners through conversations initiated with them by the chief executive and management.
While these processes are new, and time is required before the organisation will have a body of data against which to review teaching effectiveness over time, current information is confirming the strength of teaching at K’Aute. This information is being used on a day-to-day basis by management to consider strategies and approaches to further enhance teaching and identify potential areas for future professional development.

Moreover, the genuine intent of management in ensuring that these processes become embedded is evident through the active involvement and commitment of the two new board members, who have experience in education, as well as K’Aute’s development of a workforce development plan to ensure the organisation’s ongoing responsiveness to staff and learner needs.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

K’Aute continues to provide strong guidance and support to meet learners’ holistic needs. This is no longer just provided by the principal tutor, but also by the assistant tutor and education manager, therefore reducing the previous pressure on the principal tutor to facilitate this support.

The presence of tutors of Samoan and Tongan descent is valued by learners, particularly by learners whose first language is Samoan and Tongan who have found the explanation of English terms in their own language highly beneficial to their understanding and use of the English language.

The relationship and close physical proximity between K’Aute and Wintec, and K’Aute’s encouragement and guidance to learners to aspire to higher study within that institution, has contributed to learners’ progression to higher learning.

Learners, while studying at K’Aute, are able to access student learning and support facilities at Wintec, including computers, the student hub, library, gymnasium and other student facilities, although K’Aute observes that former learners often prefer to access learning support directly from K’Aute staff. While this is a positive indicator of the value with which learners regard the guidance and support they have received from K’Aute, potentially there are opportunities for Wintec and K’Aute to collaborate regarding their different approaches and services to support Pasifika learners, and to develop strategies that may better encourage learners to engage more with Wintec’s services.

To support learner attendance and participation, K’Aute provides transport for some learners, and a fixed-amount travel allowance is regularly paid to learners. Regular travel payments were not being made at the time of the last EER.
K’Aute offers learners free access to services from its health and social services arms. Health practitioners regularly visit the education unit to present information to learners and to encourage their uptake of K’Aute’s wider services. Ensuring that its practitioners became more visible and well known to learners was a strategy implemented by K’Aute following a number of personal issues and support needs learners struggled with in 2012. The identification and review of key learner support needs and K’Aute’s responsiveness to these has been supported through the implementation of more stringent attendance monitoring in 2012, and the collation and review of reasons affecting non-attendance.

Learner support needs are also understood by regular review of learner progress against goals and needs identified in individual learning plans undertaken regularly by teaching staff.

As identified throughout this report, increased engagement with local employers and different TEOs could potentially widen pathway opportunities for learners, and thus K’Aute’s ability to provide broader pathway advice and support to learners.

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

The rating for performance in relation to this key evaluation question is Good.

The rating for capability in self-assessment for this key evaluation question is Adequate.

K’Aute has been on a journey of positive change since the last EER, and while it is still early days, a number of key organisational shifts are evident in governance and management, including revitalised and focused governance and management now actively engaged in the organisation’s education arm and supporting educational achievement, and teaching staff now being and feeling supported and valued.

K’Aute has responded to address the key priority gaps identified at the last EER, while taking a careful approach to identifying and implementing processes to best support educational achievement in the long term. More resources have been well allocated to support teaching and learning.

Since the last EER, K’Aute has reconstituted its previously fragmented governance board. This now includes two new board members with significant experience and networks in the field of education and who are strongly committed to the ongoing improvement of K’Aute’s education arm. These two new board members have contributed significantly already and have a strong interface with the education arm of the organisation through engaging and supporting tutors with their practice and performance management and networking with others to enhance professional links.

These board members have also engaged closely with management and teaching staff to identify and develop a workforce and professional development plan for all staff. The plan is currently before the board for approval and subsequent
implementation. In the meantime, teaching staff are benefiting from professional development opportunities, including training and mentoring being provided to support the recently appointed assistant tutor to develop into a sole teaching role, and the mentoring and linking of the principal tutor to external peers, to ensure that she is supported and able to engage in the sharing of practice.

The chief executive has also embedded herself within the education arm of K'Aute, engaging with teaching staff and learners to understand the quality of educational provision, to understand its technical operation, and to work with the management and governance team to identify resourcing priorities and areas of focus.

Through this active engagement of management in K'Aute’s education arm, a solid interface between governance, management and operations has developed which was previously absent. This includes regular reporting to the board on educational performance and key areas of priority focus at all board meetings.

K'Aute is still very much in the midst of establishing structures and processes focused on sustainable and embedded improvement, although at this early stage the organisation appears committed to sustaining and embedding the positive shifts made to date. This level of commitment is reinforced by the investment that has already been made to date and since the last EER.

However, it is crucial that K'Aute continues to address identified gaps and maintain its current strong focus on the education arm of the organisation and the level of resourcing and support to ensure strong educational performance. It is also important that K'Aute continues to review the effectiveness of its performance and to develop and embed a culture of connected organisational self-assessment and move from having to react to gaps to using self-assessment for ongoing improvement.
Focus Areas

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

2.1 Focus area: Governance, management and strategy
The rating in this focus area for educational performance is **Good**.
The rating for capability in self-assessment for this focus area is **Adequate**.

2.2 Focus area: Foundation-Focused Training Opportunities – Employment Skills
The rating in this focus area for educational performance is **Good**.
The rating for capability in self-assessment for this focus area is **Good**.

2.3 Focus area: ESOL (English for Speakers of Other Languages)
The rating in this focus area for educational performance is **Good**.
The rating for capability in self-assessment for this focus area is **Good**.
Recommendations

NZQA recommends that K’Aute Pasifika Trust:

- Continue to embed the key changes it has made to support educational performance
- Continue to embed processes that ensure a strong interface between governance, management and the education arm, including clear responsibilities, lines and timeliness of reporting
- Establish a process to proactively and systematically engage key external stakeholders about the value, currency and content of its programmes
- Continue to develop and embed a culture of connected organisational self-assessment
- Continue to work closely with an NZQA sector relationship manager and seek regular input and support.

Because K’Aute has undergone much change and improvement over the last year, NZQA also recommends that K’Aute invite NZQA to undertake a compliance visit within the next 12 months.
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).


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