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External Evaluation and Review Report

Bay of Plenty Technical Institute
Limited – trading as Pacific Coast
Technical Institute (PCTI)

Date of report: 26 May 2021

About Bay of Plenty Technical Institute Limited – trading as Pacific Coast Technical Institute (PCTI)

Pacific Coast Technical Institute (PCTI) provides vocational training to a wide range of students ranging from secondary school students to mature students. Strong industry and community connections allow this organisation to meet the current needs of the Bay of Plenty and Waikato regions.

Type of organisation:	Private training establishment (PTE)
Location:	12 York Ave, Mt Maunganui, Bay of Plenty
Code of Practice signatory:	No
Number of students:	Domestic – 218; 107 equivalent full-time students (EFTS); Youth Guarantee 42 (25 EFTS); Student Achievement Component 132 (65 EFTS), Trades Academy (44); Māori – Student Achievement Component 21, Youth Guarantee 37; Trades Academy 23; Pasifika – Student Achievement Component, one; Youth Guarantee, three; Trades Academy, eight International – 0 equivalent full-time students
Number of staff:	13 full-time, seven part-time
TEO profile:	Bay of Plenty Technical Institute Ltd
Last EER outcome:	NZQA was Highly Confident in the educational performance and capability in self-assessment of Bay of Plenty Technical Institute at the previous external evaluation and review (EER) in 2017.
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Certificates in Apiculture (Level 3 and 4)• The Youth Guarantee programme
MoE number:	7921
NZQA reference:	C45310
Dates of EER visit:	10-12 March 2021

Summary of Results

Strong achievement and actively developed transferable skills enable PCTI students to be work-capable. Regular interaction with stakeholders and reviews ensure PCTI provides valued outcomes, maintains programme relevancy, and meets emerging needs. Staff go above and beyond to support students, enabling diverse needs to be recognised and a safe learning space for students. Management embedded in the academic activity of the organisation informs organisation-wide improvement.

Highly Confident in educational performance

- Students achieve qualifications and become work-capable.
- Māori and Pasifika student parity in achievement has improved since the last EER. Further self-assessment has provided additional mechanisms for improved achievement across all programmes.

Highly Confident in capability in self-assessment

- PCTI is collaboratively involved with related industries, communities and professional bodies. This ensures the value for all stakeholders is understood. This knowledge then assists the organisation to design and deliver relevant and current programmes to provide that value.
- A highly practical programme is run in commercial premises where relevant projects engage students with real-world learning activities and environments.
- Staff go above and beyond to support their students. Diverse needs are identified at the beginning of each course. Students feel safe to learn at their own pace. Regular monitoring of student achievement and progress ensures emerging academic and pastoral needs continue to be met.
- The organisation's purpose and direction is clear and embedded across the organisation. Management provides effective academic leadership which enables and informs improvements across the organisation.

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- All staff are involved in meeting the organisation's compliance accountabilities, enabling them to be managed effectively.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Overall, academic achievement is strong, with all programmes performing well against PCTI benchmarks.² PCTI's apiculture completion rates place them above all other providers delivering these programmes. The Youth Guarantee student results are within the top 25 per cent nationally. PCTI understands why non-completions occur³ and continues to use feedback to improve its programmes, with increased completions attesting to effective decisions.</p> <p>Achievement parity for Māori and Pasifika students is increasing. In some cases, achievement surpasses that of non-Māori and non-Pasifika students.⁴ The small numbers of Māori and Pasifika students means there is a disproportionate effect on parity when a student does not complete. Examples of PCTI's continued efforts to reduce the parity gap include whānau forums, increased Māori and Pasifika representation on staff, and delivery changes instituted after self-assessment activity, which has improved programme completions.</p> <p>PCTI recognises and places importance on actively developing life and transferable skills. PCTI's aim is to have 100 per cent of its students achieve a skill through undertaking study. Apiculture students are taught the skills and knowledge they can then apply in their own or work settings. Youth Guarantee students gain skills that are contextually situated. Feedback indicates that students</p>

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

² See Appendix 1 for educational performance indicator data.

³ The 2019-2020 overall reduction in qualification completions was caused by students unable to remain in study as a result of the Covid-19 lockdowns. Continued lockdowns are having a delaying effect on current completions during the 2020-2021 year.

⁴ Māori Youth Guarantee NCEA Level 1 course completions are equivalent to non-Māori, Māori Youth Guarantee NCEA Level 2 course completions are increasing and the parity gap decreasing, and Māori Trades Academy Level 2 course completions are stronger than non-Māori.

	become practised in going to work (work-capable) rather than just knowing the expectations of work (work-ready).
Conclusion:	There is strong benchmarked achievement across both focus areas, with mechanisms in place and planning to increase achievement. Māori and Pasifika achievement, though affected by numbers enrolled, is improving towards parity through effective use of feedback. PCTI actively delivers life and transferrable skills, providing a holistic preparation for work.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Through regular interaction with various stakeholders and provision of practical, project-based experiences in commercial premises, PCTI ensures its programmes provide valued outcomes.</p> <p>The training delivered to local schools and businesses has increased since 2016 through successful provision of real-world experiences. Feedback from ACE⁵ students indicates a growth in confidence and pride to continue learning with PCTI. Student management system data and student, graduate, school and employer feedback provides an understanding of student reasons for study, which guides programme reviews .</p> <p>PCTI requires new students to undertake a literacy and numeracy assessment. The PTE provides multiple means of contact, including social media, between a student and their tutor or fellow students. It also involves the local iwi in delivering programmes and providing opportunities for students to develop social and community-based skills. This wrap-around service for all the learners ensures emerging student needs are met. Whānau feedback confirms the positive changes that are occurring.</p> <p>Collated destination information and feedback received is positive. Graduates from New Zealand certificates are moving into related employment or using the learnt skills and knowledge as intended. The self-assessment occurring around this</p>

⁵ Adult and Community Education

	graduate and employer information has benefited from a comprehensive survey of the use of the skills and attributes learnt. Students on other programmes are completing courses, moving on to higher-level study, gaining employment and strengthening transferable skills and knowledge. A similar approach to identifying the use of skills and attributes learnt after study could strengthen PCTI's self-assessment and aid programme review.
Conclusion:	This organisation has a number of highly contributing processes and self-assessment activities to ensure value is understood. A strong connection to local community, industry and business allows for the use of real-world activity to support strengthening outcomes.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Having tutors who are strongly connected to industry and within the community allows PCTI to become aware of emerging needs. As a result, changes or adjustments are promptly made to teaching and resources to maintain relevance. End-of-course reviews, annual programme reviews and regular moderation by external bodies support this.</p> <p>The highly practical nature of the programmes offered – run using commercial premises or equipment – ensures a learning environment that engages students, exposes students to activity that aligns to industry or employment practice, and strengthens the authenticity of academic standards.</p> <p>Feedback from students about the apiculture programme and the teaching enables self-assessment to inform organisation-wide planning and review. The stakeholder functions and annual forum support this self-assessment by confirming the relevance of the programme.</p> <p>Goals set at the entry literacy and numeracy assessment are monitored throughout the completion of activities and assessment. Students have access to their progress via the</p>

	<p>student learning platform or a visual tracking chart which students fill in themselves.</p> <p>Assessments are regularly moderated. Consistency reviews have attested to assessments and learning outcomes being aligned with the graduate profile outcomes, further supported through a robust moderation procedure.⁶ Regularly, moderation has received feedback that has suggested areas for improvement. Evidence indicates that the actioning of feedback is not consistent, particularly where the assessment has met moderation. PCTI's own review of the moderation process has resulted in continued improvement⁷ in effective practice. However, connecting all feedback given to resultant actions would strengthen PCTI's self-assessment and review of programmes.</p>
<p>Conclusion:</p>	<p>PCTI's connection to industry ensures the currency of programmes, teaching material and resources. The learning activities strongly align to industry practice, and assessments are aligned to the learning outcomes. The recent adjustments and growth of moderation practice have resulted in effective processes, but the continued gap between all feedback and resultant action remains. This has not affected assessment outcomes yet.</p>

⁶ Internal moderation (pre- and post-) is completed quarterly at all-of-staff days. External moderation with standard-setting bodies and external partners is completed annually on request.

⁷ A moderation role was recently created, and all staff received training during 2020 in moderation practice.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Student learning goals and needs are identified at the start of each student's programme of study and used to create individual learning plans, which are monitored either online or in person. A small number of tutors per school allows for close relationships to be formed, to provide support as needed, regular discussions to be had, and changes made, enabling students' needs to be met as they arise. Additional in-house services to support students are available, and if external expertise is required, access is arranged.</p> <p>Provision of student support starts at the initial interview where whānau and prospective students are provided with training information and the policies and expectations of the organisation. Regular reiteration occurs through the student handbooks, website, within the classroom (physical or online), and in student-tutor meetings. Students attested to feeling informed, supported and safe.</p> <p>The school house system and block courses ensure the students are provided with mechanisms to network socially. Those students undertaking blended delivery courses also use class-related social media groups to interact, and often gain extra assistance to that provided by the tutor. The highly practical and project-focussed component of every course enables students to gain academic and industry networks while applying their knowledge and skills in a variety of contexts. Graduate, employer and community feedback supports the efficacy of these methods.</p>
Conclusion:	PCTI provides effective wrap-around support for all programmes, with tutors going above and beyond to meet the learning and pastoral needs of students. Feedback attests to PCTI having created an environment where students feel safe and can learn at their own pace. A culture of success has been embedded in each programme, with appropriate identification mechanisms and the development of activities that meet the needs of a diverse student population.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The organisation's purpose and direction is clear and embedded across the organisation. Management at all levels is involved in daily operations, and leadership is effective and responsive.</p> <p>Regular Zoom or in-person meetings for all tutorial staff allow for discussion about resources, teaching and the programme. As managers are part of these meetings, the organisation can respond quickly to change. With staff being subject matter experts, future activity is planned to ensure PCTI remains able to adjust to its stakeholder needs while remaining aligned with its educational purpose.</p> <p>Staff are resourced and trained to fulfil their roles within the organisation. Staff meet together at retreats three to four times each year to complete moderation, receive in-house training, network and inform the organisation's self-review. This is supported by regular analysis of the data collected through course completions, academic activity and feedback.</p> <p>Regular peer observations and discussions enable appropriate external professional development to be completed where needed. Staff value management treating them as whānau and involving them in the operation of the business.</p>
Conclusion:	<p>The organisation's purpose and direction is clear and embedded, with staff 'living and breathing' the purpose, which is made evident in the quality of delivery and development of training. The organisation takes opportunities for feedback from industry, community and students and actively uses this for growth and the students' benefit.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>PCTI has a number of external bodies⁸ to which it has compliance accountabilities. Regularly reviewed policies and procedures within the quality management system document outline how to manage the accountabilities, while the timelines for meeting the accountabilities are diarised. A dedicated staff member monitors this activity annually.</p> <p>Feedback from compliance activities has led to the current effective system. However, the organisation has chosen to further improve through plans to employ staff dedicated to ensuring compliance with relevant legislation, rules and regulations based on feedback.</p>
Conclusion:	The organisation's management of compliance accountabilities is effective, with prompt and planned action being taken as a result of feedback and effective self-assessment activity.

⁸ The Tertiary Education Commission, NZQA, the Primary Transitional Industry Training Organisation, the local council and industry professional or statutory bodies.

Focus Areas

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

2.1 Focus area: The New Zealand Certificates in Apiculture (Level 3 and Level 4)

Performance	Excellent
Self-assessment:	Excellent

2.2 Focus area: Youth Guarantee Programme

Performance:	Excellent
Self-assessment:	Excellent

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 Bay of Plenty Technical Institute (Pacific Coast Technical Institute):

- Consider, for all programmes delivered, identifying the use of skills and attributes learnt after study to strengthen programme review practices.
- Align all moderation feedback to resultant actions to strengthen programme review practices.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix 1

PCTI's programmes of study run from July of one year to June of the next. This enables natural seasonal occurrences to be integrated into the delivery of a programme rather than simulating the activity ineffectively. This means a 2020 class started in July 2019 and completed in June 2020.

Student achievement data

Note: No results are available for the New Zealand Certificate in Apiculture (Level 4) due to the course having started in July 2020.

Table 1. New Zealand Certificate in Apiculture (Level 3) (%)

Year	Course completion	Māori	Qualification completion	Māori	Sector median for level 3
2017-2018	81.3	70	63.6	50	CC* - 64.9
2018-2019	79.3	60	79.2	52	CC - 65.0

Table 2. Youth Guarantee NCEA Level 1 (%)

Year	Course completion	Māori	Qualification completion	Māori	Sector median for Youth Guarantee level 1
2017	55.1	62	32.4	50	CC - 61.5, QC** - 49.5, Prog - 40.3
2018	76.8	63	53.8	64	CC - 63.8, QC - 54.2, Prog - 39.4
2019	70.1	64	77.8	43	CC - 64.3, QC - 50.0, Prog 43.0

Table 3. Youth Guarantee NCEA Level 2 (%)

Year	Course completion	Māori	Qualification completion	Māori	Sector median for Youth Guarantee level 2
2017	63.1	61	100	100	CC - 63.1, QC - 51.9, Prog - 39.8
2018	64	61	81.3	56	CC - 64.1, QC - 55.3, Prog - 39.4
2019	64	61.4	66.7	57	CC - 64.3, QC - 55.5, Prog - 43.0

*Course completion

**Qualification completion

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 fraud⁹*
- *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.*

⁹ 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). 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/>.

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