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External Evaluation and Review Report



Taranaki Educare Training Trust

Date of report: 9 May 2019

About Taranaki Educare Training Trust

Taranaki Educare Training Trust (TETT) provides foundation-level skills training for people interested in working in early childhood education and care, education support, teacher aiding, and disability support.

Type of organisation:	Private training establishment (PTE)
Location:	13 Dawson Street, New Plymouth
Code of Practice signatory:	No
Number of students:	Domestic: 102 equivalent full-time trainees including 22 Māori and five Pasifika International: nil
Number of staff:	Five full-time, two part-time
TEO profile:	See NZQA – Taranaki Educare Training Trust Courses include two 40-week level 3 and 4 programme and two 20-week level 4 programmes. Trainees learn to be early childcare educators, teacher aides and inclusive education support staff (working with persons with impairments).
Last EER outcome:	In 2015, NZQA was Highly Confident in the PTE's educational performance and Highly Confident in its capability in self-assessment.
Scope of evaluation:	This EER looked at the following focus areas: <ul style="list-style-type: none">• New Zealand Education Support, Early Childhood, Study and Career Preparation (Level 3)• New Zealand Certificate in Education Support – Early Childhood to Tertiary (Level 4)
MoE number:	8360
NZQA reference:	C33582
Dates of EER visit:	5 and 6 March 2019

Summary of Results

TETT programmes are delivered in response to the identified need for early childcare education and support training in the region. The combined teaching and support provide optimum opportunities for trainees to succeed. Trainees are gaining transferable skills to help them secure employment or engage in further study.

Highly Confident in educational performance

- TETT is very well organised with comprehensive and well-documented processes that underpin academic quality.
- Trainee and stakeholder needs are well understood, and programme design and delivery enable those needs to be comprehensively met.
- Achievement is strong and consistent over the last three years, with positive outcomes in employment and further study.

Highly Confident in capability in self-assessment

- TETT's mixed-mode delivery of a theoretical base followed by a weekly practicum component matches trainee learning and study needs.
- Excellent pastoral care and follow-up processes are very effective and mitigate barriers to success.
- Strong governance and leadership support the collegial teaching team, encouraging full engagement with the organisation's direction and philosophy; monitoring and improving performance.
- TETT has a well-established and comprehensive framework for self-assessment which is leading to meaningful changes to programmes, practices and processes, and maintaining strong outcomes for trainees and stakeholders.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>TETT trainees achieve very well, averaging 92 per cent successful course completions across the last three years (2015-2017), consistently exceeding the sector median for this period. Māori trainee course completion averaged 81 per cent. TETT reported 2017 as a particularly difficult year for Māori trainee withdrawals which impacted their achievement.</p> <p>Trainees averaged 80 per cent qualification completions for the 2015-2017 period (Māori trainees 81 per cent). Pasifika trainees also achieve well. However, they comprise fewer than five learners per cohort which can skew Pasifika results if one or two do not complete.</p> <p>Overall, these are very positive results for trainees balancing study with – for many – challenging personal circumstances.</p> <p>The practicums also support personal skills development as trainees interact with practicum staff and children. Reports ('ticky' sheets) track raised self-esteem, confidence, time management and attitude. These improved attributes also contribute to trainee motivation to succeed.</p> <p>Academic standards are maintained through internal pre- and post-moderation. A robust internal cross-marking and moderation system provides opportunities for feedback and reflection to consolidate consistent standards. TETT met the majority of NZQA requirements for 2018.</p>
Conclusion:	Achievement is strong and consistent, supported by well-documented processes underpinning academic quality. A strong, reflective culture enables changes and their impact to be tracked to maintain this consistency of results.

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

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The programme outcomes are highly valued by the trainees and stakeholders. Trainees achieve education sector foundation skills to secure employment including as an early childhood educator, nannying, education support work within early childhood education centres and kindergartens, teacher aide, kaiāwhina, community support worker within the disability sector, and administration assistant in schools. Employers appreciate the skills graduates bring to the workplace.</p> <p>TETT destination data notes that 73 per cent of 2018 graduates gained positive outcomes (37 per cent into further study, 29 per cent employed, 7 per cent further study while employed). Similar outcomes in 2016 (72 per cent positive outcomes) and 2017 (62 per cent positive outcomes) were achieved.</p> <p>TETT has pathways in place for trainees to progress from level 3 to level 4. TETT has a memorandum of understanding with the Open Polytechnic of New Zealand to provide study support should graduates or other potential students enrol in the next level of study: the Open Polytechnic Diploma of Early Childhood Education and Care (Level 5) or the Bachelor of Teaching (Early Childhood Education) which is a teaching degree in early childhood education. This pathway planning of foundation skills to degree is very important and highly valued as other tertiary education organisations in the region are not participating in or have withdrawn from this delivery.</p> <p>Stakeholder engagement is strong and feedback is gathered and shared by all staff regularly. This helps to inform their understanding of what is important to each stakeholder group in terms of graduate skills and attributes. Feedback has also helped to focus and report on graduate profile outcomes.</p>
Conclusion:	TETT training is highly valued by stakeholders and trainees as attested to by trainee and graduate feedback, the ongoing provision of practicum placements, and employment 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:	Excellent
Findings and supporting evidence:	<p>TETT delivers well-constructed level 3 and 4 programmes with a balance of theory and practice. A strength of the programmes is that trainees practise the learning and skills from classroom teaching in their weekly practicum components, which is very useful as trainees can reflect on how they have managed the practical application of class tutorials and share experiences with their peers. The programmes are delivered by qualified and experienced staff. Team teaching provides opportunities for sharing strengths in delivery, supports reflective collegial feedback, and exposes trainees to varied teaching styles. Continued use of guest speakers and the active involvement of practicum supervisors expose trainees to the real world of work and extends their learning opportunities.</p> <p>TETT caters effectively to different learning styles, using a variety of activities and assessment tasks, and successfully incorporates a Māori perspective. This includes introductory te reo and tikanga, a marae stay and activities, and resource development.</p> <p>Staff conduct and document very regular and ongoing reflection, information sharing, and formal reviews throughout the year. These inform programme improvements and enhance responsiveness to trainee needs. Examples include exploring 'play-based learning' activities and theory following professional development in this area, and updating DVD resources.</p> <p>The organisation is the qualification developer for the New Zealand Certificate in Education Support and Care (Level 3) and the New Zealand Certificate in Education Support (Level 4) following a comprehensive needs analysis which reflects the extensive networks by staff, informing programme development.</p>
Conclusion:	The programme results, the very positive feedback, and progression through the study pathways affirm that TETT is delivering programmes that match learner and stakeholder needs.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Trainees get good information on TETT and the programmes they are committing to prior to enrolment. Their needs are identified through a three-stage recruitment process which includes a formal initial assessment of reading, literacy and comprehension. This provides useful information for tutors to target assistance and respond to need. Pastoral care processes are thorough and highly effective.</p> <p>The theory and practicum components of the programme assist the trainee to manage their own learning. Trainees work independently to complete practicums and assignments following weekly workshops. Team-based learning enables peer, practicum supervisor and tutor support should trainees require it.</p> <p>Daily informal discussions and more formal weekly one-on-one meetings with tutors provide trainees with guidance about how their learning is progressing and where they may need more support to ensure ongoing progress and achievement. Assessments are returned promptly with comprehensive feedback to inform trainees of progress and to further support learning.</p> <p>TETT encourages an inclusive, respectful environment so all individuals are supported to be comfortable and build appropriate networks with peers.</p> <p>Trainee feedback is gathered regularly, analysed and actions taken to inform improvements. There is excellent information sharing in relation to trainee wellbeing and progress in the weekly staff meetings, documented for each module on the pastoral care sheets.</p>
Conclusion:	The combination of tutor workshops, practicum components, guest speakers and self-directed study provides a balance of theory and practice that is fit-for-purpose. This is underpinned by strong pastoral support which contributes to high achievement.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>TETT's educational performance and organisational sustainability is supported by effective governance and management, and by comprehensive and well-documented academic and pastoral care processes and practices. Trustees have individual and collective strengths to support strategic direction and governance responsibilities. The trust board recently extended its membership to further increase this expertise.</p> <p>TETT is a responsive and innovative organisation identifying opportunities for further programme development and stakeholder engagement. The organisation is the qualification developer for level 3 and 4 education support qualifications. It also demonstrated its awareness and responsiveness to a recent government change requiring all in-home childcare providers to hold a level 4 early childhood education qualifications, suggesting strategies to respond to this change.</p> <p>Management acknowledges the importance of the practicum component in schools, centres and the community to the TETT training. Many centre owners and staff are graduates and so willingly support provision of the practicum component. TETT encourages and promotes this ongoing collaborative networking by ensuring trainees are well planned and prepared for practicum.</p> <p>Management provides strong academic leadership including the recent leadership in Targeted Review of Qualifications processes, programme writing, monitoring the quality of programme delivery and teacher effectiveness, and operating a very collegial environment.</p> <p>The strong and effective self-assessment framework includes systematic gathering and use of information, and identifying and monitoring improvements.</p>
Conclusion:	TETT effectively supports educational achievement through clear strategy and leadership and well-qualified staff guided by a shared organisational philosophy and highly effective self-assessment processes.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>TETT is aware of its compliance responsibilities and has effective systems for managing compliance requirements well.</p> <p>These include:</p> <ul style="list-style-type: none"> • Maintaining currency in all NZQA and Tertiary Education Commission (TEC) compliance obligations and delivery contexts. A routine 2017 TEC audit against funding conditions identified only two minor matters which were fully resolved. • Policies and procedures are comprehensive and reviewed regularly by all staff, at which time discussions on policy versus practice take place and drive changes. • Key legislation (employment law, privacy, health and safety obligations) is monitored. <p>TETT has appropriate processes for maintaining academic standards and integrity, including effective moderation processes and monitoring of trainee learning hours. These are consistent with NZQA requirements for programme approval and ongoing registration.</p>
Conclusion:	TETT manages its ongoing compliance responsibilities very well. As it delivers programmes in the education sector with practicum components in early childhood education centres, kindergartens and schools and disability sectors, careful attention is given to all processes to ensure trainees practise safely.

Focus Areas

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

2.1 Focus area: New Zealand Education Support, Early Childhood, Study and Career Preparation (Level 3)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: New Zealand Certificate in Education Support (Level 4)

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.

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

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

Taranaki Educare Training Trust (TETT) achievement data

Table 1. Course and qualification completions 2015-2017, compared with all TEOs

2015				
	Course completion		Qualification completion	
	TETT	TEO*	TETT	TEO
Level 3	97	81	74	59
Level 4	NA	NA	NA	NA
2016				
	Course completion		Qualification completion	
	TETT	TEO	TETT	TEO
Level 3	97	77	67	64
Level 4	NA	NA	NA	NA
2017				
	Course completion		Qualification completion	
	TETT	TEO	TETT	TEO
Level 3	85	73	84	62
Level 4	100	87	100	NA

*All TEOs

Source: TEC website (TETT achievement has exceeded all TEO achievement for this 3-year period)

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 fraud²
- 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.

² 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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