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External Evaluation and Review Report

Shribrown Limited trading as Ashton
Warner Nanny Academy

Date of report: 10 August 2022

Final report

About Ashton Warner Nanny Academy

Ashton Warner Nanny Academy (AWNA) is a small PTE delivering programmes over two decades in early childhood education, including a focus on professional nanny training.

Type of organisation:	Private training establishment (PTE)
Location:	30 Waiora Road, Stanmore Bay, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 61 in 2021, including two males; nine Māori and four Pasifika students
Number of staff:	Three full-time and one part-time
TEO profile:	Ashton Warner Nanny Academy (provider page on NZQA website)
Last EER outcome:	July 2018: Highly Confident in educational performance and in capability in self-assessment
Scope of evaluation:	New Zealand Diploma in Early Childhood Education and Care (Level 5) (ID:121453) Ref: 2851-2
MoE number:	8609
NZQA reference:	C48326
Dates of EER visit:	14 and 15 June 2022 ¹

¹ EER conducted online.

Summary of results

AWNA has well-established programmes and long-serving, experienced staff who are strongly connected to the childcare industry and the local community. The quality of the programme adds value, and outcomes for learners are compelling.

Highly Confident in educational performance

- Learners gain qualifications. Comprehensive data analysis provides insight into individual learner's progress and opportunities for improvement.
- Almost every graduate is employed as a qualified ECE (early childhood education) teacher, nanny or continues to study ECE at degree level. Stakeholders recognise the quality and value of the graduates and rate their performance highly.

Highly Confident in capability in self-assessment

- AWNA's programme is highly relevant, the quality of teaching and assessment is assured, and ongoing incremental programme and teaching improvements are informed by comprehensive self-assessment.
- AWNA has a range of purposeful activities and interventions that focus on supporting the academic progress and achievement of learners.
- This small PTE has been well embedded in the ECE industry and local community for over two decades. Self-assessment is comprehensive and thorough.
- Important compliance accountabilities are effectively managed.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>AWNA has comprehensive and detailed achievement data. Analysis indicates that qualification completion over the past four years is between 86 and 91 per cent³, a continuation of the very strong completions evident at the previous EER.</p> <p>AWNA's internal qualification completion target of 90 per cent was reached for two of the past four years, and external benchmarking shows AWNA's performance is above other providers delivering the same programme. External moderation validates authentic assessment and judgements.</p> <p>There is a clear understanding of achievement at individual and cohort levels. Informative three-weekly reports and scheduled discussions with the principal to review progress provide learners and the PTE with a direct focus on achievement.</p> <p>AWNA has identified and is working to improve achievement parity for Māori.⁴ Generally, Māori and Pasifika participation rates are not high, but they reflect the community where AWNA is located. AWNA collects and reviews parity data closely; initiatives and changes have been introduced over time, with some impact evident.</p>
Conclusion:	Learners gain qualifications. Comprehensive data analysis provides insight into individual learner's progress and opportunities for improvement.

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

³ See Table 1, Appendix 1.

⁴ See Table 1, Appendix 1.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Learners qualify as an ECE teacher, and most graduates (90-100 per cent in each cohort) move into employment in childcare.</p> <p>Uniquely, AWNA graduates have the additional benefit and recognition to work as a nanny in a family home. Graduates are recognised as holding silver status by a local nanny agency that professionally coordinates the screening and placement of nannies in Aotearoa New Zealand. Having the skills, knowledge and confidence to work in a childcare centre or a family home provides options and flexibility for AWNA graduates to accommodate their own personal and work priorities.</p> <p>Stakeholders and graduates confirm that they are work-ready and perform well in these roles, which are in high demand due to a national shortage of qualified ECE teachers and nannies.</p> <p>Some graduates continue immediately to further ECE study at degree level and benefit from a substantial credit (up to one year) through a formal memorandum of understanding with New Zealand Tertiary College.</p> <p>AWNA has ongoing engagement with learners once they complete their studies, and supports their efforts to take up further study or employment long after graduation. Formal engagement through the advisory group endorses graduate performance.</p>
Conclusion:	Almost every graduate is employed as a qualified ECE teacher, nanny or continues to study ECE at degree level. Stakeholders recognise the quality and value of the graduates and rate their performance highly.

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>AWNA is a small, niche PTE with long-serving, experienced staff who are well qualified in ECE and are strongly connected to the ECE sector in the local community. Systematic engagement with a well-established advisory group with good representation across stakeholders, and ongoing engagement with graduates, provides useful information and data to ensure the programme continues to meet industry and nanny agency requirements.</p> <p>The programme is well scaffolded and structured to align with theoretical learning which supports the practicum experience that follows. The programme design includes a training scheme, (nanny training component), which incorporates additional skills such as cooking – a requirement for nannies which is not taught or assessed in other ECE programmes. Practicums are formally organised with tripartite agreements, learners are well prepared, and expectations and accountabilities are clear.</p> <p>Comprehensive review includes achievement and programme-related information as well as teacher reflections and learner feedback. The programme was adapted quickly and moved online with the impact of COVID; extensions for learners to complete practicum hours ensured the integrity of the programme was maintained.</p> <p>AWNA has responded fully to the feedback from the 2020 NZQA monitor’s report. Comprehensive and robust moderation is evident and includes all staff. Systems and processes have improved and are embedded. Ongoing, useful internal and external moderation feedback demonstrates the improved capability of teachers and AWNA in this area.</p>
Conclusion:	AWNA’s programme is highly relevant, the quality of teaching and assessment is assured, and ongoing incremental programme and teaching improvements are informed by comprehensive self-assessment.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Learner numbers are small, with a high staff to learner ratio, and teachers know learners' work personally and can identify problems quickly. The achievement detailed in 1.1 shows the outcome of the supportive family environment and the consistency of staffing over many years.</p> <p>AWNA focuses attention and reviews the areas that impact learning, such as: identifying learner needs; the provision of additional support from teachers and the principal; monitoring and discussing priority learners (Māori, Pasifika and those with a disability) formally at every staff meeting; attentive and thorough introduction to practicums; and continuous monitoring of progress and wellbeing.</p> <p>The continuation of whānau groups has a proven track record of providing effective support for learners through the creation of small teams who connect and engage socially and with the learning.</p> <p>The learner voice is strongly evident. The elected learner representative is present at staff meetings, course reviews and advisory meetings to contribute the learner's perspective, and to supplement the information provided by AWNA to learners. AWNA provides information and support to enable the learner representative to feel confident to participate.</p> <p>A few learners have moved into the Auckland area from other parts of the country, and AWNA provides appropriate support and guidance for learners who negotiate boarding arrangements to ensure these do not negatively impact their study and wellbeing.</p>
Conclusion:	AWNA has a range of purposeful activities and interventions that focus on supporting the academic progress and achievement of learners.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The sustainable business model is well aligned to the educational purpose of training learners for the ECE workforce.</p> <p>The owners are fully active within the business and clear about the purpose and direction of the PTE. AWNA engages and uses the expertise of a contracted moderator, Māori advisor, graduates and its advisory group (which has a good representation of stakeholders including learner, Māori and Pasifika representation). This helps to support the owner's business planning and decision making, and the capability building of the PTE's small team of staff.</p> <p>Academic leadership is strong, with 'tried and true' systems and processes, and an improved moderation approach that supports review and performance. AWNA has identified parity achievement for Māori as a priority and has been continually active in this area and responsive to input. Ongoing, genuine attempts have been made to improve parity, with some impact. Self-review and, more recently, external scrutiny and input from a Māori advisor guide initiatives.</p> <p>Professional development opportunities are ongoing and meaningful and link directly to the activities and priorities of the PTE. The facility is fit for purpose, well resourced for teaching and with materials for learners to practise and use to develop activities to take with them on practicum.</p> <p>AWNA undertakes comprehensive reviews every six months and collects, collates and analyses data effectively to understand performance and make improvements.</p>
Conclusion:	This small PTE has been well embedded in the ECE industry and local community for over two decades. Self-assessment is comprehensive and thorough.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Compliance is monitored and managed through comprehensive six-monthly internal evaluations. As part of a systematic review all policies in the quality management system have recently been reviewed and updated.</p> <p>NZQA attestations are submitted on time, the training scheme and ECE programmes are delivered as approved. Programme changes to online delivery and practicum hours due to COVID-19 restrictions were well communicated to NZQA and the WDC and promptly reverted to delivery as approved.</p> <p>Police vetting of learners and management of the vaccination mandates which ECE centre staff need to comply with are effectively monitored and managed.</p> <p>AWNA has undertaken a thorough review of the interim code of practice. AWNA's Māori advisor also undertook a review of the code with a specific focus on Māori learners, identifying areas of sound performance and opportunities for improvement that AWNA are working toward.</p> <p>There has been no review or input by Tertiary Education Commission (TEC) over the past four years, and AWNA is meeting TEC targets.</p>
Conclusion:	Important compliance accountabilities are effectively managed.

Focus areas

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

2.1 Focus area: New Zealand Diploma in Early Childhood Education and Care (Level 5)

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

Table 1. New Zealand Diploma in Early Childhood Education and Care (Level 5), qualification completions⁵

Ashton Warner Nanny Academy				Benchmarking in percentage	
Year	All learners	Māori	Pasifika	AWNA ⁶	Nga Kete ⁷
2018	91% (46/50 learners)	77% (8/10 learners)	-	91%	-
2019	91% (47/52 learners)	100% (3/3 learners)	50% (1/2 learners)	91%	61%
2020	86% (36/42 learners)	77% (2/3 learners)	-	86%	65%
2021	87.5% (39/45 learners)	80% (5/7 learners)	-	87.5%	-

⁵ Compiled from Nga Kete and Ashton Warner student management system records

⁶ Ashton Warner Nanny Academy

⁷ ECE level 5 programmes.

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 fraud⁸*
- *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.*

⁸ 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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