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Report of External Evaluation and Review

Methodist Mission Southern
trading as The Methodist Mission

Confident in educational performance

Confident in capability in self-assessment

Date of report: 1 May 2018

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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:	Methodist Mission Southern trading as The Methodist Mission
Type:	Private training establishment (PTE)
First registered:	19 August 1992
Location:	177 Mornington Road, Lookout Point, Dunedin
Delivery sites:	As above and Otago Corrections Facility, 62 Narrowdale Road, Milburn, Otago
Courses currently delivered:	<ul style="list-style-type: none">• Certificate in Foundation Skills (Level 1)• Certificate in Foundation Skills (Level 2)• Vocational Pathways leading to NCEA Level 2
Code of Practice signatory:	No
Number of students:	Domestic as at 1 November 2017: <ul style="list-style-type: none">• Youth Guarantee – 18 (five Māori, one Pasifika)• SAC¹-funded – 13 (five Māori, nil Pasifika) As at 20 February 2018: <ul style="list-style-type: none">• Youth Guarantee – five (nil Māori, nil Pasifika)• SAC-funded – six (nil Māori, nil Pasifika)

¹ SAC – Student Achievement Component

Number of staff:	Three full-time; six part-time
Scope of active accreditation:	Refer http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=872311001
Distinctive characteristics:	<p>The Methodist Mission is a whānau-based organisation with a strong focus on meeting the needs of student groups with high academic, social and personal needs.</p> <p>Delivery at the Otago Corrections Facility aims to upskill adult trainees in literacy and numeracy and to gain skills in cooking and cleaning. Other initiatives include Storybook Dads², Skills for Dads (a parenting programme) and driver licence training, to connect prisoners to their families.</p> <p>The PTE delivers Vocational Pathways programmes to young people through Youth Guarantee funding. These programmes are delivered by a section of The Methodist Mission called Next Step Training. The Methodist Mission also delivers a number of other community initiatives such as Science Kids (working with Otago Museum to build confidence in young students in STEM³ subjects and an education programme through the Ministry of Education helping parents with the behaviour of their children.</p>
Recent significant changes:	<p>Changes to Youth Guarantee, the introduction of local Trades Academies, and changes in secondary-tertiary alignments with the ITP⁴ sector have had an impact on student numbers and delivery at The Methodist Mission.</p> <p>In 2017 and 2018, SAC contestable funding from the Tertiary Education Commission (TEC) at levels 1 and 2 has been applied to Otago Corrections Facility programmes of learning for the New Zealand Certificate in Foundation Skills levels 1 and 2.</p>

² Storybook Dads enables prisoners to record stories on DVD for their children.

³ STEM – Science, Technology, Engineering and Maths

⁴ ITP – Institutes of Technology and Polytechnics

Previous quality assurance history: At the previous external evaluation and review (EER) in 2014, The Methodist Mission was found to be Confident in both educational performance and capability in self-assessment.

NZQA external moderation was deemed not satisfactory in 2015, satisfactory in 2016, and meeting the national standard in 2017.

2. Scope of external evaluation and review

The focus area selected was Programme Delivery because of the small number of students across the organisation. This focus area included:

- Foundation learning with an emphasis on literacy and numeracy, delivered to adults at the Otago Corrections Facility in Milton. This programme is tailored to students' individual study.
- A Vocational Pathways programme gives Youth Guarantee students the opportunity to complete NCEA Level 2. Individual student needs are identified and an individual learning plan is developed.

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.

Prior to the EER, the lead evaluator discussed the proposed site visit with The Methodist Mission practice leader, the operations leader and Next Step Training co-ordinator to finalise the scope and agenda and to respond to queries regarding the EER policy and process. A self-assessment summary was supplied in advance of this meeting, and further documentation was provided to the EER team to support the plan of inquiry.

The on-site visit was conducted over one and a half days in Dunedin by a team of two evaluators. The evaluators interviewed The Methodist Mission director, practice leader, operations leader, kaihautū, client support staff, the Otago Corrections Facility programme leader, teaching staff at Dunedin and the Otago Corrections Facility, current students and external stakeholders. A range of documentation was reviewed including board of directors files, course materials, student work folders and other records.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud⁵*
- *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.*

⁵ 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.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Confident** in the educational performance and capability in self-assessment of **Methodist Mission Southern trading as The Methodist Mission**.

The Methodist Mission is achieving a good standard of educational performance through its niche programmes, relative to its role as a small provider with a priority on providing learning opportunities to meet the needs of each student. Key strengths are:

- Students achieve standards and qualifications to meet their individual learning goals. Each student has an individual learning plan consistent with their academic, personal and career goals. Each student's progress is closely monitored and they are supported to achieve positive change – academic, social and personal.
- Comprehensive monitoring and review of each individual's learning is the key priority for the organisation. This leads to educational success and clearer career pathways that change their lives for the better. While student achievement is monitored at an individual level, there could be value in identifying achievement at an organisation level. This would help to better understand the 'distance travelled' from entry to exit in terms of overall outcomes.
- The integration and interconnectedness of support strategies provides students with respectful and appropriate guidance to enhance their learning.
- Learning activities and assessments engage students in flexible, targeted and independent study consistent with their abilities and goals. Monitoring and review of course delivery by tutors and the programme co-ordinator identify any barriers to learning. Referrals for support and changes to delivery are made quickly to remove these barriers. Students are regularly referred to support staff for guidance and support.
- Students are actively engaged in their learning, are improving their literacy and numeracy skills and capabilities, and are gaining confidence in their ability to cope with a range of personal circumstances. Students develop effective personal and social support networks.
- Programmes and activities closely match the needs of students and stakeholders. Networks of external stakeholders and agencies provide additional specialist support for students. Stakeholders value the consistency of practice, professionalism, creative solutions and positive approach to the personal circumstances of each student.

- The Methodist Mission has a clearly articulated mission⁶, values and strategy demonstrating clear purpose and direction. The board of directors is well organised, with clear reporting and review processes that support proactive decision-making and activities to meet the PTE's goals. The management structure is appropriate for the size of the organisation. Roles, responsibilities and accountabilities are clearly understood to provide effective management. It is not clear, however, how progress towards organisational goals is measured.
- Strong lines of communication across tutors and management at both sites enable the regular sharing of experiences and review processes in regular meetings and staff-only days. Improvements in assessment and moderation, tutor observations, and a range of debrief activities are being embedded within the organisation to strengthen consistency of practice.
- Staff and management are committed to the core values that promote a professional but also 'family atmosphere' for students and staff. This warm and caring environment encourages good communication and a proactive approach to decision-making.
- Compliance accountabilities are well managed, especially those relating to student wellbeing. The PTE needs to systematically monitor NZQA communications so that relevant changes – such as changes to the EQAF⁷ – are captured and implemented.

⁶ 'Our vision is for each citizen to be valued and respected, and to have the opportunity to lead a fulfilling life. ...by providing the people we work with *Change that works: enough support and challenge for you to risk a better future.*' Taken from Policy Manual of Methodist Mission Southern.

⁷ EQAF – Evaluative Quality Assurance Framework, NZQA.

Findings⁸

1.1 How well do students 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**.

Students in both programmes achieve well. The overall measure of achievement is meeting the goals of each student's individual learning plan. Students' study, career and personal goals are recorded at the beginning of their study and regularly monitored through feedback from the student, tutor and support staff.

Individual learning plans show that literacy and numeracy skill levels improve from the initial assessment on entry to the end-of-course assessments. High priority is placed on attendance to develop positive behaviours and relationships. PCOMS⁹ is an effective measure of student perception of the learning environment, their achievement and how well the programme is meeting their needs. The system is also used to identify where students could improve. Student motivation has improved as a result.

Because each individual's needs are unique, it is difficult for The Methodist Mission to identify overall educational achievement. However, it would be useful to explore ways to demonstrate that individual success. These could include the difference between initial and final assessments (distance travelled); the number of students who have completed their study and met their individual learning plan goals; and any internal measures that keep track of student progress. For example, of the 12 students who completed their course in 2016, seven achieved both NCEA Level 1 and NCEA Level 2; eight went on to further study at another provider; three gained employment; and one returned. Similarly in 2017, 12 students completed, with six moving into further study, two to employment, and four returning.

⁸ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁹ PCOMS - Partners for Change Outcome Management System – refer www.pcoms.com

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

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

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

The Methodist Mission's programmes are transforming the lives of a diverse range of high-needs individuals who have not previously succeeded in education. Students are now achieving qualifications that were previously unattainable to them. This is motivating them to continue their study and to identify realistic career goals. Listening to the students, providing a safe environment, and meeting individual study and career aspirations are well embedded across the organisation.

Students complete courses and achieve qualifications. This leads to further study at other providers, employment, or further study at The Methodist Mission. Some students do not complete their studies, mostly because of personal challenges. The organisation knows the outcomes for the Next Step Training students, but it is difficult to monitor outcomes at the Otago Corrections Facility. However, there are individual examples of positive changes in attitudes to learning, increased motivation to succeed, and lives being improved. Gaining qualifications and being successful in study is a new and major achievement for many of these students.

Stakeholder feedback is highly positive student success, changes in attitude and motivation, and the students' ability to live independently and manage their lives. Students appreciate the support provided by staff. The organisation celebrates achievement through graduation events, website stories and community newsletters. This success is very much aligned to the values and mission of the organisation: transforming lives through learning.

Tracking the progress of ex-students and obtaining feedback from external stakeholders through more formal evaluations would provide greater understanding of the value of outcomes to stakeholders. It would also identify graduates' study and employment trends.

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

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

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

The Methodist Mission is meeting the diverse needs of the students and key stakeholders.

Individual learning plans and student feedback are key to matching the needs of students and supporting them to achieve their study and career goals. The initial

individual learning plan encourages students to build from their current skills and abilities and improve wellbeing along with gaining standards to achieve qualifications. The Next Step Training programme for Youth Guarantee students uses vocational pathways to enable students to achieve NCEA with emphasis on improving literacy and numeracy within relevant contexts. For example, some students gain early childhood standards to meet the entry requirements for level 3 programmes at the local polytechnic. Some students have done this and are coping well. The Otago Corrections Facility programme starts with literacy and numeracy and foundation learning. This provides the training needed to work within the Otago Corrections Facility environment, and to develop skills for re-entering the community.

Students are supported to develop their skills to live independently and manage their lives. The small classes and rolling intakes accommodate a diverse range of high-needs students to provide optimum conditions for student success. Literacy and numeracy standards are embedded in all programmes, resulting in increased student capability. This can be seen in the increasing number of literacy and numeracy standards being achieved.

The strengths-based teaching model underpins all aspects of delivery. Goal-setting is realistic and specific to each individual, with a strong emphasis on being non-judgemental about a student's capabilities and personal circumstances. Staff share teaching to allow the students to become comfortable with more than one tutor style. Tutors regularly share teaching and assessment strategies and daily updates on what students have achieved. This ensures consistency and continuity of study. The level of responsiveness, professionalism and flexibility to deal with emergencies within this context is evident across the organisation and valued by stakeholders.

Staff are engaged and contributing to networks locally and nationally in social services, and through participating in NZQA curriculum reviews and national moderation. This has led to increased understanding of assessment and moderation practice which has benefited the organisation.

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

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

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

To support learner achievement, individual learning plans are developed for each student at Next Step Training, and programmes are set up by programme leaders for each individual at the Otago Corrections Facility. These plans establish appropriate study and personal goals to enable academic achievement and personal growth.

The small class sizes enable progress and achievement to be monitored daily, with feedback on achievement a key teaching strategy. The student handbook provides clear information on expectations for students, especially about the high level of attendance expected. The PTE provides transport for the students. The learning day is well structured to provide a calm and safe start to each day, and to identify any support required.

The Methodist Mission places a high priority on students' views. Students complete PCOMS at the beginning, middle and end of the course and evaluations at the end of assessments and the programme. Interviews with tutors are used to monitor progress towards achieving individual learning plans and making improvements to ensure the study environment supports learning.

Integrated and interconnected support is available to all students throughout their programme, from first interview to induction to graduation and beyond. This support is effective in minimising barriers to learning. The need for support is identified by tutors who promptly refer students to the relevant support service (internal or external). This ensures the students can deal with their personal issues in a supported manner. Support staff are well qualified in specialist areas. They understand the students and the need to provide a safe place for learning as well as flexible support.

Students receive useful and timely feedback on their assessments, often on the same day. This motivates students to move to the next area of study and to feel successful. Students clearly understand how this contributes to achievement of the desired qualification.

1.5 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 **Good**.

The Methodist Mission has a strongly social and educational purpose with clearly articulated mission, values and strategic plan to provide clear purpose and direction from board level through management and into all parts of the organisation. There is a clear commitment to provide a culture where the student voice has the highest priority to ensure that learning is used to transform their lives. The board's annual strategy day informs decision making for the following year and there is an opportunity to explore ways to measure how well the programmes are meeting the strategic goals of the organisation.

Management supports staff to undertake relevant professional development to enhance skills and knowledge related to their work. Staff value the well-organised induction process for new staff including peer support, tutor observations and shared staff meetings to support consistency of practice and share solutions and

teaching strategies. A comprehensive and well-embedded review process with at least annual meetings with their manager provides positive opportunities to review performance. There is a culture of sharing and respect amongst staff, and staff are supported by management. The remuneration levels currently contribute to longer term retention of staff and this is recognised by the director with plans in place to improve this. Succession planning is in the early stages of implementation with some associate role appointments made recently.

Staff, management and board understand their roles, responsibilities and accountabilities and how these monitored through layers of reporting at each level of the organisation. Resources are allocated to support learning and teaching and are appropriate to the students' levels of achievement.

The board and management regularly explore opportunities to extend and enhance learning opportunities and the learning environment to better meet the diverse needs of the students. A recent initiative to implement virtual learning environment is being explored through engagement with a local company. Initial work being done to identify and monitor improvements within the 2018 annual plan. The annual plan clearly lists areas for improvement, however does not yet contain timelines and how progress towards the goals will be measured.

1.6 How effectively are important compliance accountabilities managed?

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**.

The Methodist Mission has robust internal processes to ensure that health and safety requirements and any related risks are well understood and monitored, especially relating to student travel, education outside the classroom and building safety. There are close links between The Methodist Mission and Next Step Training to ensure that practice is consistent with organisational reporting requirements.

The Methodist Mission has a good working relationship with their TEC advisor with regular communication to monitor performance and comply with requirements. TEC has indicated that The Methodist Mission clearly understands its compliance responsibilities regarding funding. A routine TEC audit is scheduled for April 2019.

The operations manager is fully involved with NZQA through moderation requirements, standards reviews, and qualification reviews. There is a need to ensure that NZQA updates are systematically monitored to capture changes, especially in the EQAF area.

Focus Areas

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

2.1 Focus area: Programme Delivery

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 Methodist Mission

- Strengthen analysis of achievement data to improve understanding of achievement at organisation level.
- Consider ways to gather formal feedback from key external stakeholders to strengthen self-assessment.
- Explore ways to measure the organisation's performance towards meeting its strategic goals.

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).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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