



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report



Quality Education Services Limited

Date of report: 9 November 2020

About Quality Education Services Limited

Quality Education Services Limited (QES) is an alternative education provider offering education and training programmes via the Youth Guarantee programme, Adults and Community Education, Ministry of Social Development (MSD) and Ministry for Pacific Peoples. A high number of learners are Māori and Pasifika.

Type of organisation:	Private training establishment (PTE)
Location:	10 Norman Spencer Dr, Manukau City, Auckland ¹
Code of Practice signatory:	No
Number of students:	Domestic: (as of May 2020) Youth Guarantee students – 73 (55 per cent Māori; 40 per cent Pasifika; 5 per cent Other) Preparation for Work clients – 355 (50 per cent Māori; 40 per cent Pasifika; 10 per cent Other)
Number of staff:	28 full-time, three part-time (29.5 full-time equivalent)
TEO profile:	See: Quality Education Services on the NZQA website.
Last EER outcome (2016):	Confident in educational performance Confident in capability in self-assessment
Scope of this evaluation:	Focus Area 1: Youth Guarantee Carpentry and Construction*, and Youth Guarantee Computing and Digital Media** (Youth Guarantee programmes) *Youth Guarantee Carpentry and Construction includes the following programmes: Certificate in Building, Construction and Allied Trades (leading to National Certificate in Building, Construction, and Allied Trades Skills Level 1 and Level 2); and

¹ The EER was conducted virtually.

Vocational Pathway: Construction and Infrastructure (leading to NCEA Level 2)

**Youth Guarantee Computing and Digital Media includes the following programmes: Certificate in Computing and Digital Media (leading to New Zealand Certificate in Computing (User Fundamentals) Level 2); and Certificate in Computing and Media Design (leading to New Zealand Certificate in Computing (Intermediate User) Level 3)

Focus Area 2: Preparation for Work (MSD-funded programme)

MoE number:	9230
NZQA reference:	C38420
Dates of EER visit:	8-10 September 2020

Summary of results

QES provides vital outcomes to learners, their whānau and communities, and other key stakeholders. There is evidence of a culture of continuous improvement which underpins organisational performance.

Confident in educational performance

Achievement² is variable across the Youth Guarantee programmes. QES understands its student demographic and the underlying factors affecting their educational performance. Various initiatives to support learner retention and attendance have been put in place, leading to improved educational performance. The comprehensive support and services provided to learners are effective in keeping them engaged. Moderation results are variable and currently being addressed.

Confident in capability in self-assessment

The Preparation for Work programme is different in cohort, and answers the needs of mostly older learners seeking employment. It has strong completion rates.

Programmes are structured appropriately, with a combination of theory and applied learning, and are regularly reviewed to ensure their relevance.

The strong governance and management team provides effective leadership, has clear direction for the organisation, and supports a self-reflective culture. Well-experienced and qualified staff members promote a supportive and open atmosphere for learners. It is evident that the management and staff at QES are passionate in providing holistic support to learners in their educational journey.

Management of compliance is effective, with a clear system in place and responsibilities delegated to the members of the management team.

The culture of self-assessment is inclusive and improving.

² Course and qualification completion rates

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Achievement is variable across programmes for the years covered in this EER.⁴</p> <p>Submitted data by QES confirmed that overall, Youth Guarantee completion rates for most years were less than the sector average and the Tertiary Education Commission (TEC) target.⁵ The exception was 2017, when programmes showed better results in terms of course completion. The achievement data reflects the demographic of the Youth Guarantee programme. QES is aware of factors affecting non-achievement, and continues to focus on student retention and attendance to improve educational performance. A high percentage of priority learners are enrolled in the programme. Māori and Pasifika learners achieve at similar levels to overall achievement.</p> <p>The Preparation for Work programme has had strong completion rates since QES started the programme in 2019 – with 97.5 per cent completion in 2019 and 99.8 per cent in 2020 (year to date). Preparation for Work achievement is monitored daily and reported to the funding agency weekly. As with the Youth Guarantee programme, attendance and engagement are closely monitored by the tutors and the Youth Guarantee academic committee, and reported to the management team, as these are factors in achievement.</p> <p>External post-assessment moderation results are variable, and are currently being addressed to ensure that this process</p>

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ See Appendix 1 for the enrolment and achievement data for both Youth Guarantee and Preparation for Work programmes.

⁵ The TEC target is 60 per cent for level 2 Youth Guarantee programmes, and 70 per cent for level 3.

	supports the integrity of the organisation's educational achievement. While there is consistent internal moderation that happens across the teams, the robustness of the process will be improved with the engagement of an external moderator or a partner institution.
Conclusion:	Achievement is generally good, with variability across programmes and across years. Self-assessment has improved and strengthened in recent years.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The programmes provide valuable outcomes to learners. Many have earned their first qualification at QES. Youth Guarantee qualifications serve as pathways to further studies, and the learners gain vital skills such as improved literacy and numeracy skills, teamwork, problem solving and creativity.</p> <p>The Youth Guarantee programme includes the Life Skills Programme, where a youth coach engages with the learners on a regular basis. The programme is effective in providing learners with a positive mindset and motivation to continue their learning, and to enhance their attitude, including patience and motivation.</p> <p>Preparation for Work clients develop job-seeking skills, including preparing an appropriate CV and cover letter, and interview skills. There is significant value in clients gaining necessary certificates for employment in their chosen sector. Value and achievement are interchangeable for the Preparation for Work programme as, ultimately, the role of QES is to support individuals to become work-ready. There is evidence that employment rates for Preparation for Work clients are generally very good, and sit above the MSD target.</p> <p>QES's self-assessment practices in terms of this key evaluation question are still emerging. While the current system of monitoring graduate destinations and valued outcomes is effective, it was a recent initiative and was less structured prior to 2019.</p>
Conclusion:	QES provides outcomes vital to the learners, their families and

	the community in general. Self-assessment practices in this area can be improved and be more structured.
--	--

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>The programme structure – which is a blend of theory and practical learning – is effective in engaging students. QES puts the learner at the centre of the programme, and delivery is flexible to suit different learning styles. Literacy and numeracy is embedded in the Youth Guarantee programme, and is being taught by a specialist tutor. This greatly supports the learners and provides timely feedback on their progress.</p> <p>The intensive Preparation for Work programme has blended learning techniques that are appropriate to clients’ learning needs. The programme fulfils the requirements of the funding agency, and effectively meets the MSD goal: to place clients into long-term employment. Besides the classroom-based activities of workbook exercises, PowerPoint presentations, guest speakers’ lectures, one-on-one coaching and off-site visits, the three-week programme is well-structured to include industry training/certification and connecting clients to external stakeholders.</p> <p>Programmes are reviewed on a regular basis to ensure their relevance and that they meet the needs of stakeholders. Self-assessment activities in this area include weekly programme reporting by the Youth Guarantee academic committee to the Youth Guarantee management team. The comprehensive Youth Guarantee strategy is a helpful monitoring tool to check whether the programme is on track to the target measures. For the Preparation for Work programme, a required weekly reporting to MSD is guided by the reporting of the programme coaches. The head of social services team meets weekly with the chief executive to review performance against the MSD contract, including individual client performance, pastoral care, risks and any issues. The whole team has the opportunity to have a monthly meeting with the chief executive.</p>

Conclusion:	Well-structured programmes meet the needs of learners and key stakeholders. QES's self-assessment is comprehensive.
-------------	---

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are effectively supported, not only academically but in other areas that impact on their engagement and performance.</p> <p>Different learning styles are taken into consideration by the tutors, i.e. practical learners, auditory learners, etc, and extra tuition is provided to those in need. A youth coach for the Youth Guarantee learners is contracted to provide holistic support, in particular initially working on the mindset of the learners, all of whom have challenging and complex socioeconomic backgrounds. This approach has been effective in getting students engaged in their learning. Students are assisted in setting personal goals and are regularly mentored.</p> <p>QES's parent organisation LIFE Church provides wrap-around support for the learners, which at times extends to their whānau. This support includes free lunches at QES, weekly soup kitchens, Christmas boxes, youth events and general pastoral care. QES provides free breakfast and transport daily, which they believe has a big impact on the learners continuing their studies.</p> <p>QES focuses on building good tutor-learner relationships from the beginning, and fosters a familial culture in the organisation. The majority of potential learners are accepted at QES; the organisation ensures strict systems are in place to mitigate risk and ensure that students are engaged in their studies. In the event where enrolment is refused due to potential risk to others, QES assists in referring and supporting the potential learner to relevant organisations.</p> <p>A student council effectively serves as the voice of the student body. They organise events and serve as the conduit between students and management.</p> <p>Preparation for Work clients get support that extends beyond their programme – they are welcome to come to QES to talk</p>

	about further career pathway plans.
Conclusion:	The comprehensive support provided to learners effectively keeps them involved and engaged in their learning.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>A change of ownership in 2018 placed QES in a good position to make progress on its strategic plan. The board members are well-connected commercially and in the community; their effective self-assessment practices lead to good input and engagement with QES. QES is well-resourced, and the parent organisation provides support for human resources functions, finance and administration. The chief executive's close working relationship with the board ensures the latter is abreast of the organisation's operations and performance.</p> <p>The well-experienced and diverse management team has the confidence of the board, as well as the tutors and other staff under their supervision. The organisational culture is fostered by team spirit and the open approach of management. Well-qualified staff are encouraged to continuously develop professionally (as evidenced by a personal development plan for each employee), and the organisation is supported by external specialists to build capability in various quality assurance areas as necessary.</p> <p>Student progress is reported on and reviewed regularly by management. Reporting capability has been building since the last EER, with gradually added functions and systems in place to ensure issues are identified and addressed promptly.</p> <p>The outlook of the organisation is positive, with new contracts from various funding institutions, which means that the PTE has lessened its risk by developing diversified funding streams. The governance and management team are focused on the strategic direction of QES, and they lead the culture of continuous self-improvement by assessing their own performance as a leadership team.</p>
Conclusion:	The governance and management team are effective in

	supporting educational achievement. Self-assessment practices have been continuously enhanced, with new systems in place.
--	---

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>QES has a good system in place to manage key compliance accountabilities effectively, and ensures that the organisation meets all the requirements of relevant regulatory authorities and funding agencies.</p> <p>The management team have their own responsibilities with regard to compliance, with the chief executive having the final oversight. QES ensures it has good working relationships with the relevant regulatory agencies and keeps abreast of key changes and important requirements by regularly attending workshops and seminars organised by these agencies.</p> <p>Among the key practices of QES with regard to compliance are the following:</p> <ul style="list-style-type: none"> • Recently underwent an MSD accreditation process and obtained approval • Submitted all NZQA attestations in a timely manner • Weekly reporting of unit standard credit results to NZQA – QES is well aware of the requirement to report credits within 90 days following assessment • Participated in external moderation • Managed health and safety compliance soundly, including an accident register and a hazard register • Having good practices to meet financial reporting requirements – a member of the board is a chartered accountant and ensures the organisation is compliant in this area • Recently reviewed and refreshed the quality management system; an appropriate risk mitigation policy was put in place. <p>Compliance management is a key area in the regular meetings of the management team. There is evidence of checks within the team to ensure compliance requirements are met.</p>

Conclusion:	QES meets all its key compliance accountabilities and has strong self-assessment practices in this area.
-------------	--

Focus areas

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

2.1 Focus area: Youth Guarantee programmes (focusing on Vocational Pathway NCEA Level 2: Carpentry and Construction; Certificate in Computing and Digital Media Level 2; and Certificate in Computing and Media Design Level 3)

Performance:	Good
Self-assessment:	Good

2.2 Focus area: Preparation for Work (MSD 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 Quality Education Services Limited:

- Engage an external moderator or a partner institution to improve the robustness of the internal moderation system.
- Structure and refine self-assessment practices to ensure relevant data is captured, especially in the areas of valued outcomes and graduate destinations.

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

Enrolment and achievement data –Carpentry and Construction, and Computing and Digital Media (Youth Guarantee programmes)

2016						
	EFTS	Course Completion	Qual Completion	QUALS	Programmes	Students
NC1367	11.1167	44.67%	17.40%	6	CARPENTRY	37
NC1368	7.0051	36.04%	27.70%	7		
NCEAL1				4		
NCEAL2				4		
			TOTAL	21		
NC5212	6.0629	72.51%	46.39%	10	CDM	19
NC5213	4.5873	36.36%	29.58%	4		
NCEAL1				3		
NCEAL2				3		
			TOTAL	20		

2017						
	EFTS	Course Completion	Qual Completion	QUALS	Programmes	Students
NC1367	10.5148	47.56%	24.49%	8	CARPENTRY	32
NC1368	9.2906	59.93%	40.71%	12		
NCEAL1				5		
NCEAL2				7		
			TOTAL	32		
NC5212	7.2881	82.40%	48.67%	11	CDM	23
NC5213	4.3834	81.71%	85.87%	7		
NCEAL1				5		
NCEAL2				7		
NCEAL3				2		
			TOTAL	32		

2018						
	EFTS	Course Completion	Qual Completion	QUALS	Programmes	Students
NC1367	5.0471	40.10%	18.86%	4	CARPENTRY	45
NC1368	8.2498	41.40%	23.25%	5		
NCEP1T	11.4975	46.11%	12.46%	4		
NCEAL1				2		
			TOTAL	15		
NC5212	0.5867	32.50%	26.24%	1	CDM	19
NC5213	1.1333	29.02%	0.00%	2		
NZ2591	3.9132	81.25%	75.02%	5		
NCEP4N				5		
NCEAL1				3		
			TOTAL	16		

2019						
	EFTS	Course Completion	Qual Completion	QUALS	Programmes	Students
NC1367	7.9946	53.91%	25.15%	9	CARPENTRY	48
NC1368	11.0541	57.71%	25.27%	8		
NCEP1T	6.6955	52.67%	27.08%	7		
NCEAL1				1		
			TOTAL	25		
NZ2591	4.4861	62.22%	53.33%	6	CDM	26
NZ2592	1.1579	0	0	0		
NCEAL1				5		
NCEP4N				5		
			TOTAL	16		

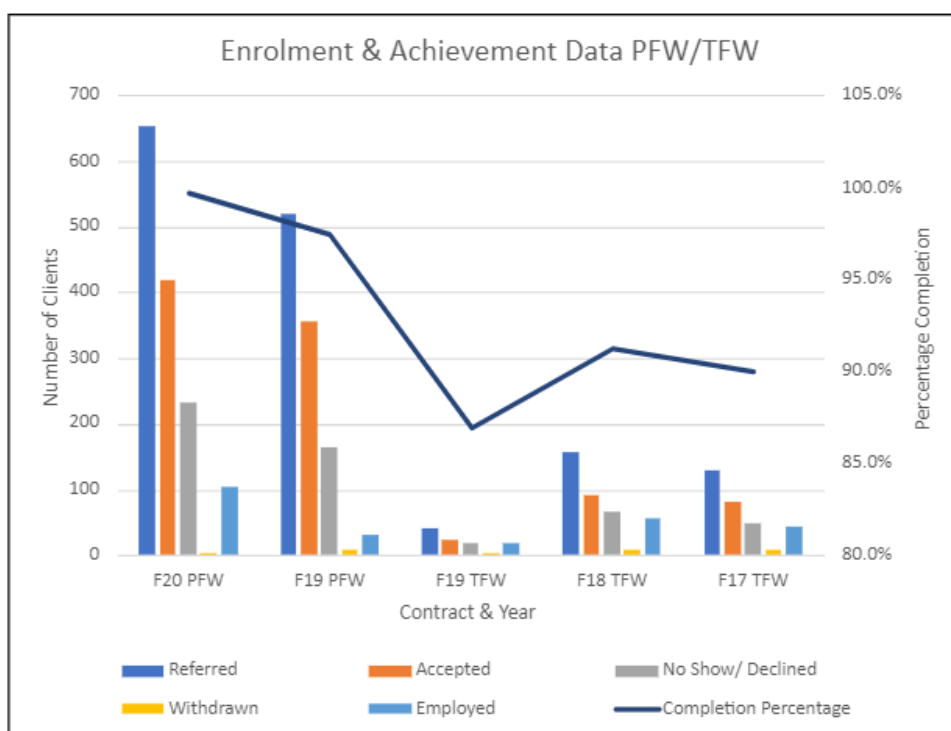
2020 YTD						
	EFTS	Course Completion	Qual Completion	QUALS	Programmes	Students
NC1367	6.0704	52.18%	28.51%	8	CARPENTRY	21
NC1368	5.5799	49.28%	41.13%	8		
NCEP1T	2.6846	47.96%	39.19%	8		
NZ3843	0.7	0%	0%	0		
NCEAL1				8		
			TOTAL	32		
NZ2591	8.1736	17.50%	6.67%	2	CDM	26
NZ2592	1.5094	9.74%	0	0		
NCEAL1				1		
			TOTAL	3		

Legend:

NC1367	BCATS Level 1		
NC1368	BCATS Level 2		
NC5212	Computing Level 2		
NC5213	Computing Level 3		
NCEAL1	NCEA Level 1		
NCEP1T	VP Construction and Infrastructure (Carpentry)		
NCEP4N	VP Service Industries		
NZ2591	Computing Level 2		
NZ2592	Computing Level 3		
NZ3843	BCATS Level 1		

Enrolment and achievement data – Preparation for Work (Ministry of Social Development programmes)

Enrolment and Achievement Data						
Programme	Referred	Accepted	No Show/ Declined	Withdrawn	Employed	Completion Percentage
F20 PFW	653	420	233	1	105	99.8%
F19 PFW	520	355	165	9	30	97.5%
F19 TFW	42	23	19	3	17	87.0%
F18 TFW	157	92	65	8	56	91.3%
F17 TFW	128	80	48	8	44	90.0%



*TFW stands for Training for Work, the MSD programme previously delivered by QES. Preparation for Work (PFW) replaced Training for Work in 2019.

Source: QES

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 fraud⁶*
- *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.*

⁶ 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz