



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

Nelson Training Centre Limited

Date of report: 20 December 2021

About Nelson Training Centre

Nelson Training Centre offers New Zealand qualifications to school leavers (15-19 years) including upskilling in literacy, numeracy and language. Learners access commercial kitchen facilities, a café and a restaurant, all available on site for the development of practical skills.

Type of organisation:	Private training establishment
Location:	138 Hardy Street, Nelson
International Code of Practice signatory:	No
Number of students (2021):	Domestic: 26, 13 under 18 years of age. Māori students make up about one-third of enrolments.
Number of staff:	Three full-time; two part-time
TEO profile:	Nelson Training Centre Ltd
Last EER outcome:	NZQA was Highly Confident in both educational performance and capability in self-assessment at the last EER in 2017.
Scope of this evaluation:	<ul style="list-style-type: none">• Pathways to Hospitality - Entry Skills (ID: 115283-3)• Vocational Pathway - Services Industries (ID:115541)
MoE number:	9393
NZQA reference:	C45375
Dates of EER visit:	28 and 29 September 2021

Summary of results

Nelson Training Centre meets students' need for a level 2 qualification and employment in the hospitality sector. Students improve their wellbeing, enhance their abilities, and develop their numeracy and literacy skills.

Confident in educational performance

- Qualification completion rates for 2018-21 have been variable. Some students attain the level 2 qualification in hospitality and use this qualification to gain employment in the hospitality sector.
- Students increase their self-awareness, gain confidence, improve their wellbeing and develop their numeracy, literacy and language skills.
- The learning environment is engaging, structured to student needs and staffed by appropriately qualified educators committed to working with at-risk youth learners.

Confident in capability in self-assessment

- The change of ownership in 2017 to YMCA Nelson has led to new staff appointments, improved systems and increased governance and management oversight. Compliance accountabilities are well managed.
- Programmes are aligned with the Tertiary Education Strategy to deliver realistic skills and qualifications focused on at-risk youth learners, including providing career pathway opportunities.
- Self-assessment is effective and has identified areas for future improvement. Examples include better tracking of student destinations, more formal measurement of soft skills, and the need to increase rates of qualification completion.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students work towards completing the New Zealand Certificate in Hospitality and Vocational Pathway Services Industries, both level 2 qualifications. Some students gain sufficient credits to be awarded the National Certificate of Educational Achievement (NCEA) (Level 2).</p> <p>In the years 2018-20, qualification completions were 62, 50 and 10 per cent respectively (see Appendix 1, Table 1). The Tertiary Education Commission (TEC) target is 55 per cent. The 2020 result was impacted by staff performance issues and Covid-19. New staff have since been employed. Nelson Training Centre is working to lift qualification completion rates to the TEC target of 55 per cent.</p> <p>In 2018 and 2020, Māori students had higher qualification completions than other groups. In 2020 Pasifika had the highest qualification success rates, when two of four students gained qualifications. These outcomes are a function of the individual attention and culturally inclusive teaching and learning environment (see Appendix 1, Table 2).</p> <p>Nelson Training Centre uses the TEC's Literacy and Numeracy Assessment Tool to measure progress from enrolment through to graduation. Individual learning plans and student literacy and numeracy portfolios track student progress, which is also discussed weekly by staff. Student attendance is closely monitored and systematically recorded. These records show good attendance over time, a significant achievement for students who have not consistently attended classes at school.</p>
Conclusion:	Student achievement has been variable. New staff and more proactive oversight of student achievement is contributing to improving academic outcomes.

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:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Nelson Training Centre provides a safe, structured learning environment for students who do not fit easily into the school system. The confidence students gain by academic success leads to enhanced self-esteem and self-acceptance. This success is due to staff who are well qualified and experienced in the hospitality sector. Staff share a collective, organisation-wide vision and commitment to the students. Staff are highly supportive of each other.</p> <p>Some students gain relevant employment in the hospitality sector and some go on to engage successfully with further study. Currently there is little data pre-2021 about student destinations. However, destination data for 2020 shows that 56 per cent of students were working or in further education. The Ministry of Social Development continues to contract with Nelson Training Centre as they prepare students well for the work environment.</p> <p>External stakeholders recommend Nelson Training Centre for hospitality training and believe that the organisation has helped young people realise their pathways. Some external stakeholders have ongoing contact and responsibility for the students. These agencies have access to destination data and other outcomes information that could be of value to Nelson Training Centre.</p> <p>Informal self-assessment has identified the importance of soft skills development to student success, both academic and personal. For this reason, Nelson Training Centre is developing a more systematic and formal approach to measuring these outcomes.</p>
Conclusion:	Nelson Training Centre provides a highly valued, practical educational alternative for students which bridges the gap between school and work. It also meets industry need for entry-level hospitality staff in the Nelson region. Formal initiatives to better track destination data and measure soft skills development will further validate the value of training 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:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Nelson Training Centre programmes are aligned with the TEC strategy to deliver realistic skills and qualifications focused on at-risk youth learners, including providing career pathway opportunities. Positive relationships with secondary schools promote effective collaboration and an easy transition for students to Nelson Training Centre.</p> <p>Rolling enrolments, a tutor-student ratio of 1:10 and a mandatory trial period for students' pre-enrolment provide an inclusive and positive learning environment that matches the needs of students well. Nelson Training Centre is culturally responsive to Māori and Pasifika students. This includes culturally informed teaching practices and peer mentoring where appropriate. Literacy and numeracy is embedded, and progress is effectively measured within the programmes.</p> <p>Moderation in 2019 and 2020 by NZQA and ServiceIQ met requirements, with the exception of Unit Standard 26627 <i>Use measurement to solve problems</i> (Level 1) which was borderline achieved. This result has been reviewed by Nelson Training Centre and appropriate action taken.</p> <p>Practical, hands-on learning is engaging for the students. The on-site café that opens to the public provides opportunities for students to practise their skills in a safe, supportive environment. It also develops effective teamwork, interpersonal skills and confidence in dealing with others in a public setting.</p> <p>Programme design and delivery is student-centred and responsive to student feedback. Programmes are regularly reviewed and updated. Stakeholders identified the personal and professional qualities of the teaching staff as central to student success.</p>
Conclusion:	Student engagement and community involvement combine to provide real-world learning in a structured, supportive environment that meets the needs of stakeholders.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Student support is exemplary and wrap-around. It begins prior to enrolment, during the mandatory trial period, and continues throughout a student's programme of study – and often beyond this once the student leaves or takes up employment. It is not unusual for students to maintain contact with Nelson Training Centre staff post-study, indicating the quality and effectiveness of the support offered and the long-term relationships formed.</p> <p>Internal support is complemented by external agencies who have regular contact and on-campus visits. For example, a youth service agency visits each week to help with financial assistance, accommodation, living needs, finding employment, and getting a driver's licence. Another agency visits fortnightly to discuss drugs, alcohol and mental health and to assist with counselling, dental and doctor visits for the students.</p> <p>The campus at Nelson Training Centre is considered a safe and predictable place by students where each student is valued and accepted. However, students are expected to take responsibility for their behaviour and ways of interacting with others. They are also encouraged to monitor their own progress by tracking unit standard achievement and personal goals, as part of their individual learning plans.</p> <p>The self-review of the interim domestic Code was thorough and thoughtful. Nelson Training Centre identified areas for improvement, including practices to assist disabled learners and a more accessible complaints process. The self-review also confirmed the many strengths evident at the organisation.</p>
Conclusion:	The whānau atmosphere cultivated at Nelson Training Centre reflects the quality of the pastoral care provided. Staff model a cooperative, strengths-based approach where individual student needs and collective student responsibility are effectively balanced.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The transfer of ownership to YMCA Nelson in 2017-18 has led to increased governance and management capability. Improvements made include employment of new staff, a student representative on the board, and professional oversight provided by the experienced YMCA board, who meet monthly. Collectively, the board provides expertise across legal, financial, management and governance. The board works closely with Nelson Training Centre, which in turn reports to it regularly. Board minutes are succinct and record relevant review actions and timelines for completion of these actions.</p> <p>YMCA Nelson continues to offer the same programmes as historically delivered by Nelson Training Centre, including continuing with zero fees. Nelson Training Centre has its own governance, established operations, education director, team leader and administrator for the operation of education and training delivery.</p> <p>Nelson Training Centre staff benefit from access to the professional development opportunities provided by a nationwide organisation with international connections. The PTE also benefits from a student management system with the capacity to generate regular reports that measure performance against targets that help to set goals for the following year.</p> <p>Nelson Training Centre is beginning to use mātauranga Māori in programmes and courses and is building staff capability in te reo Māori and tikanga to improve learner recruitment, retention and achievement.</p> <p>Nelson Training Centre's premises, while compliant, are dated. A business plan and design have been completed for an updated campus at YMCA Nelson.</p>
Conclusion:	<p>Nelson Training Centre's purpose and direction is clear. Academic leadership is effective and supported by the larger YMCA organisation and board. Staff are valued. Resourcing is adequate. Data analysis is beginning to be used effectively to understand educational achievement.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Nelson Training Centre follows the Ministry of Primary Industries' national food control plan to ensure it stays up to date with current industry standards. This is important to ensure correct health and safety protocols around food production and handling.</p> <p>It also works with the TEC and NZQA to assure compliance with funding guidelines and that programmes are being delivered as approved, and that relevant attestations are being completed.</p> <p>A compliance issue with completion of the Fit and Proper Person form has been resolved satisfactorily. Financial records are audited annually.</p> <p>The interim domestic Code self-review attestation was fulsome and has been provided to NZQA within the required timeframe, as have other attestations.</p> <p>A new compliance calendar has been developed and is to be implemented soon. It will summarise compliance obligations, signal upcoming compliance due dates, and be part of the monthly reporting to the YMCA Nelson board.</p>
Conclusion:	<p>Compliance accountabilities are mostly effectively managed. Any non-compliances have been minor and rectified. The adoption of a compliance calendar as a standing item for board meetings is an important initiative.</p>

Focus Areas

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

2.1 Focus area: New Zealand Certificate in Hospitality (Level 2)

Performance:	Good
Self-assessment:	Good

2.2 Focus area: Vocational Pathways Service Sector (Level 2)

Performance:	Good
Self-assessment:	Good

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 Nelson Training Centre consider:

- processes to gather information about destination data, including from external stakeholders, to increase understanding of student destinations and other valued outcomes.
- processes to better monitor and measure the soft skills development of students, in study and in the longer term.

Recommendations

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. These 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. Qualification completions 2018-21 for all students

Years	2018	2019	2020	2021
Students enrolled	64	48	60	52
Qualifications completed	40	24	6	10 to date
Qualifications completed (as percentage)	62 (TEC target 55%)	50 (TEC target 55%)	10 (TEC target 55%)	19 (TEC target 55%)

Table 2. Māori qualification completions 2018-21

Years	2018	2019	2020
Māori enrolled	21	18	25
Qualifications completed	16	8	4
Qualifications completed (as percentage)	77	44	16

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 452(1)(t) of the Education Act 1989 and approved by the NZQA Board and the Minister of Education.

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.

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.

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