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# External Evaluation and Review Report

Target Training Centre Limited trading  
as Target Education

Date of report: 28 October 2021

# About Target Training Centre Limited trading as Target Education

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*Target Education offers English language and foundation-level training to mostly adult learners who are recent settlers residing in Auckland. The training enables the learners to participate more fully in society, including (for some) entering the workforce.*

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Type of organisation:	Private training establishment
Location:	21 Charles Street, Papatoetoe, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: 173 equivalent full-time students in 2020; Pasifika 20 per cent, Māori 5 per cent International: nil
Number of staff:	29 full-time equivalents
TEO profile:	<a href="#">Target Training Centre Ltd</a>
Last EER outcome:	NZQA was Highly Confident in the educational performance and Highly Confident in the capability in self-assessment of Target Education in August 2017.
Scope of evaluation:	<ul style="list-style-type: none"><li>• Intensive Literacy and Numeracy – English for Speakers of Other Languages funded training</li><li>• Programme: New Zealand Certificate in English Language (General) (Level 3) (ID: 117222)</li></ul>
MoE number:	9515
NZQA reference:	C45380
Dates of EER visit:	10-12 August 2021

# Summary of results

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*Target Education is comprehensively meeting the most important needs of its learners and stakeholders. A robust culture of review supports consistent and high levels of educational performance.*

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## **Highly Confident in educational performance**

- Over 90 per cent of students complete a qualification, which is an exceptional rate. Typically, around three-quarters of the graduates progress to higher-level training, mostly at Target Education. Around 10 per cent gain paid work.
- The students gain greater language fluency and relevant foundation-level knowledge and skills, which enable them to participate in New Zealand society more fully.

## **Highly Confident in capability in self-assessment**

- Educational design and delivery match the key needs of students well. The content is adapted to cohort needs and there are high quality, individualised learning plans that effectively monitor and support student progress.
- Blended delivery has been retained since the 2020 lockdown. Assessment and moderation practice is robust. Empathetic tutors are engaged who are suitably qualified and experienced.
- Target Education has created a strong family/whānau-type environment where nine out of 10 students stay involved and complete their studies.
- The leadership has been effective in supporting consistently high performance and meeting most of the organisation's important regulatory requirements. The few gaps did not impact on educational performance.
- There is a robust culture of review and reflection across all key activities, which has supported consistency and improvement and high performance.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Most Target Education students are recent settlers who enrol on full-time, approved English language and foundation-level programmes and part-time intensive literacy and numeracy training. Typically, around 90 per cent of adult students gain a qualification, and a similar proportion of unit standards are completed.<sup>2</sup> Pasifika students performed on par with other students. These are exceptional results.</p> <p>Rates were also high for the Youth Guarantee students in 2020 and with no disparities, reflecting significant improvement over the past three years. Māori<sup>3</sup> students had sound completion rates. Robust assessment and moderation practices give confidence that relevant knowledge and skills have been acquired and that these educational results are valid.</p> <p>Each student has high-quality, individualised learning plans, where tutors periodically review progress, providing useful feedback to the students.<sup>4</sup> There was clear evidence of students improving their English language fluency, including being measured against recognised assessment tools.<sup>5</sup> Completion rates are closely monitored, though not benchmarked against external medians or similar organisations.</p>
Conclusion:	Student completion rates are exceptional. A high proportion of students make clear and significant progress. There is a rich understanding of achievement which has supported improvements. The few gaps have had minimal impact.

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

<sup>2</sup> See Appendix 1 for further details.

<sup>3</sup> The overall number of Māori students enrolled was low.

<sup>4</sup> The achievement of individual learner goals is not explicitly monitored at an aggregate level.

<sup>5</sup> The [Literacy and Numeracy for Adults Assessment Tool](#) including *Starting Points*.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Target Education is successful, through its training and support, in enabling many students to participate more fully in New Zealand society. Many gain their first qualifications, and typically around three-quarters of the graduates progress to higher-level language or foundation-level training, mostly at Target Education. Around 10 per cent gain paid work.</p> <p>There is convincing evidence that students have enhanced English fluency and expanded knowledge and skills required for a New Zealand way of life. This greater capability has brought improved confidence, more autonomy to engage in the community, and better access to key services. Students have also developed stronger social connections and improved wellbeing through participating in the training. The corollary is also valid: the training reduces the likely negative impacts of isolated new settlers remaining highly dependent on other family members.</p> <p>Target Education has convincingly demonstrated the capability of its graduates through the consistency review process for four New Zealand Certificates in English Language (and two other foundation-level programmes). The quality of these submissions has improved over time. The alignment of learning outcomes to graduate profile outcomes has become stronger. There is an opportunity to analyse the pattern of outcomes across the key sub-groups.</p>
Conclusion:	Target Education creates outcomes of high value for its students, their families/whānau and communities, through enriching the lives of its students and enabling their greater participation in wider society.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Tutors systematically identify each student’s needs, formally assess their literacy and numeracy level, and develop goals as part of their detailed individualised learning plans. Tutors evaluate the goals and progress being made in periodic one-to-one reviews. The individual plans of each cohort are reviewed (along with other data); these reviews contribute to a substantive end-of-year programme review. Two significant improvements were: following the 2020 COVID lockdown, students requested that online delivery be typically retained for one day a week<sup>6</sup>; and the organisation introduced a revised delivery sequence for the modules. The individual plans and review process are of high quality, though Target Education is not tracking what proportion of and to what extent individual goals are being achieved.</p> <p>Content is learner-centric, focused on the learners’ context to enable and empower them to complete, for example, a Customs arrival card, communicate with their doctor, or prepare for higher-level study. Target Education offers effective pathways for those seeking to develop their English language ability, including part-time bridging classes between its approved programmes to help students retain their language fluency.</p> <p>There is robust assessment and active moderation. All staff participate in monthly cross-campus, full-day moderation events, reviewing a considerable proportion of assessments. External moderation results are strong; Target Education effectively addresses any issues that are identified. The academic manager is a contracted NZQA moderator, which indicates a level of internal expertise. An external moderation partner for the ESOL<sup>7</sup> unit standards would strengthen current practice.</p>
Conclusion:	Programme design and delivery match well the needs of the students. There is a robust culture of reviewing delivery and

<sup>6</sup> This was approved as an NZQA Type 2 change.

<sup>7</sup> English for Speakers of Other Languages

	assessment, ensuring the provision is responsive and of high quality, and includes ongoing improvements.
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#### 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Target Education has multiple systems, processes and resources to effectively support students' wellbeing. The organisation has developed its pastoral capability to support students with complex needs, through its involvement in alternative education.</p> <p>Target Education clearly prioritises employing empathetic people (including from cultures reflecting those of its students) who care deeply about their students and have (or are trained to develop) professional educational expertise. Tutors develop important bonds with the students, offer one-to-one sessions, and often move with cohorts across levels. Staff receive training and support to offer care that is responsive to students' pastoral needs, while they maintain appropriate boundaries. Students are encouraged to develop in-person and digital social/educational connections with each other.</p> <p>The review of the new interim domestic Code<sup>8</sup> was a formal stocktaking exercise highlighting the overall strength of the organisation's pastoral care, and identified some gaps that required attention; none of these gaps had significant impacts.</p> <p>Students, staff and management interviewed agreed that Target Education has created a home/family/whānau-type environment offering a safe and supportive place for its students to belong and learn and complete their studies. As noted, this approach has been successful in retaining a high proportion of students; consistently enabling over 90 per cent to complete their studies.<sup>9</sup></p>
Conclusion:	Target Education has been highly effective in supporting typically nine out of 10 students to stay involved and complete their studies. The review of the support provided is robust and ongoing, supporting a high level of care.

<sup>8</sup> <https://www.nzqa.govt.nz/providers-partners/domestic-code-of-practice/>

<sup>9</sup> Refer to 1.1 for further details.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Target Education has a clear and established purpose, supporting mostly recent settlers to achieve their goals and better participate in New Zealand society. A capable, knowledgeable and experienced leadership team provides the overarching direction. They have developed an organisational culture where students are central, and quality is vital.</p> <p>The leadership recruits empathetic staff with the appropriate educational expertise to be effective tutors. Quality systems, including regular cross-campus meetings, ensure consistent performance. The leadership has supported the considered shift to blended delivery across all programmes, responding to student feedback. A related innovation is the digital literacy course which enabled mostly Māori and Pasifika students to build their digital capability, including gaining ongoing access to a device.</p> <p>Self-review is systemically undertaken at the individual student, cohort, programme, campus and organisational levels across all key activities. Considerable data is collected and mostly well analysed, and some opportunities exist for more usage.</p>
Conclusion:	Governance and management have been effective in supporting a consistently high level of educational performance. Self-assessment is robust and comprehensive; the few gaps have minimal impacts.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Target Education has the detailed knowledge, experience and systems to effectively manage its key regulatory requirements. The organisation's capability is mostly demonstrated by the following evidence:</p> <ul style="list-style-type: none"> <li>• Management demonstrated typically high level of awareness when responding to compliance-related enquiry questioning and requests for data.</li> <li>• The two student case studies and the 2019 Tertiary Education Commission audit report indicated that the required approved/funded hours were being delivered.</li> <li>• The TEC audit report identified a few gaps that were not significant and subsequently have been rectified.</li> <li>• Appropriately qualified and experienced tutors are engaged.</li> <li>• Robust assessment and moderation processes are in place. External moderation results were generally strong.</li> <li>• All six NZQA consistency reviews were rated as 'Sufficient'.</li> <li>• A significant proportion of NZQA unit standard results in 2020 were reported late. This gap was attributed to disruption due to COVID-19. This gap was self-identified and there was no late reporting in the 2021 year to date.</li> <li>• Five individuals in governance and management positions had not submitted the required fit and proper person declarations.<sup>10</sup></li> <li>• Target Education is a signatory to the international Code of Practice.<sup>11</sup> However, no international students have enrolled since the last EER. Therefore, the evaluators did not evaluate the annual reviews undertaken.</li> </ul>

<sup>10</sup> Most but not all have now been submitted. The COVID restrictions have delayed this being fully resolved.

<sup>11</sup> <https://www.nzqa.govt.nz/providers-partners/education-code-of-practice/>

	<ul style="list-style-type: none"><li>• No other gaps were identified during this enquiry.</li></ul>
Conclusion:	Target Education has been mostly effective in managing its important compliance accountabilities. Review processes have identified nearly all gaps. The one remaining gap had little impact.

# Focus areas

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

## 2.1 Focus area: Intensive Literacy and Numeracy – English for Speakers of Other Languages funded training

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 2.2 Focus area: New Zealand Certificate in English Language (General) (Level 3)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

# 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 Target Training Centre Limited:

- Benchmark achievement against key medians and the performance of similar providers.
- Explore the added value of further analysing the considerable data collected. For example, consider analysing what proportion of, and to what extent individual goals are being met, or the pattern of outcomes for key sub-groups.
- Further investigate working with an external moderation partner for the ESOL<sup>12</sup> unit standards.

# 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.

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<sup>12</sup> English for Speakers of Other Languages

# Appendix 1

**Table 1. Course and qualification completion rates 2018-20 – all Student Achievement Component level 1 and 2 funded programmes (percentages)**

Year	Course completion			Qualification completion		
	All learners	Māori <sup>13</sup>	Pasifika	All learners	Māori	Pasifika
2018	92	67	92	85	50	83
2019	94	-	80	92	-	70
2020	97	73	67	96	67	100

Source: Data provided by Target Education

**Table 2. Course and qualification completion rates 2018-20 – all Student Achievement Component level 3 funded programmes (percentages)**

Year	Course completion			Qualification completion		
	All learners	Māori <sup>2</sup>	Pasifika	All learners	Māori	Pasifika
2018	94	100	97	89	100	96
2019	59	34	28	90	-	100
2020	94	-	95	89	-	92

Source: Data provided by Target Education

**Table 3. Course and qualification completion rates 2018-20 – Youth Guarantee funded programmes (percentages)**

Year	Course completion			Qualification completion		
	All learners	Māori	Pasifika	All learners	Māori	Pasifika
2018	69	61	80	60	42	72
2019	84	75	87	75	65	67
2020	95	90	95	93	90	92

Source: Data provided by Target Education

<sup>13</sup> Very small numbers of adult Māori students enrol, which contributes to considerable variation in the completion rates.

# 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 fraud<sup>14</sup>*
- *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.*

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<sup>14</sup> 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](http://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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