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# Report of External Evaluation and Review

Target Training Centre Limited  
trading as Target Education

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 21 August 2017

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*Final Report*

# 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:	Target Training Centre Limited, trading as Target Education
Type:	Private training establishment (PTE)
First registered:	19 February 1992
Location:	21 Charles Street, Papatoetoe, Auckland
Delivery sites:	16 Railside Ave, Garden Place, Henderson, Auckland 5 Domain Road, Panmure, Auckland
Courses currently delivered:	<ul style="list-style-type: none"><li>• National Certificate in Computing (Level 2)</li><li>• National Certificate in Employment Skills (Level 1)</li><li>• National Diploma in Youth Work (Level 6)</li><li>• New Zealand Certificate in English Language (Level 3)</li><li>• New Zealand Certificate in English Language (Level 2)</li><li>• New Zealand Certificate in English Language (Foundation) (Level 1)</li><li>• New Zealand Certificate in English Language (Level 1)</li><li>• New Zealand Certificate in Hospitality (Level 2)</li></ul>

Code of Practice signatory:	Yes
Number of students:	<p>Domestic: approximately 200 EFTS (equivalent full-time students) with 33 per cent Māori and 40 per cent Pasifika. Most students are on full-time courses, but there are 540 students (45 EFTS) enrolled in Intensive Literacy and Numeracy, Workplace Literacy, and Adult and Community Education courses.</p> <p>No international students</p>
Number of staff:	20 full-time equivalents
Scope of active accreditation:	Refer to Target Education's provider page at: <a href="http://www.nzqa.govt.nz/providers/details.do?providerId=951522001">http://www.nzqa.govt.nz/providers/details.do?providerId=951522001</a>
Distinctive characteristics:	Target Education provides predominantly level 1 and 2 programmes for youth and migrants. At higher levels, the National Certificate in Youth Work (Level 6) and the National Certificate in English (Level 3) are offered. Students studying English programmes are migrants and most other learners are either Māori or Pasifika.
Recent significant changes:	<p>Delivery of the National Diploma in Social Services (Level 6) has been discontinued and the National Diploma in Youth Work started in 2015. Several National certificates have been replaced with New Zealand certificates.</p> <p>Target Education gained funding for level 1 and 2 programmes in the Tertiary Education Commission competitive funding process for 2014.</p>

## Previous quality assurance history

The previous external evaluation and review (EER) in 2013 rated Target Education as Highly Confident in both educational performance and capability in self-assessment.

<b>NZQA moderation</b>			
	2014	2015	2016
Number of post-moderated unit standards	4	4	9
Moderator approved assessor decision	9/12	12/12	27/29
Assessment materials meet the national standard	1/1 met the standard but required modification	1/1	4/4
<b>Service IQ moderation</b>			
	2015	2016	
Unit standard pre-assessment moderation	2; 1 approved and 1 approved with modification	–	Unit standard pre-assessment moderation
Unit standards post-moderated	2; marking of assess work was acceptable for both	3; marking of assess work was acceptable for all 3	Unit standards post-moderated
<b>Careerforce moderation</b>			
Requirements have been met for 2014-2016			

## 2. Scope of external evaluation and review

The focus areas selected for this EER were:

- Level 1 and 2 programmes
- National Diploma in Youth Work (Level 6)

Level 1 and 2 programmes were selected as a focus area as they are a significant part of Target Education's provision (118 EFTS in 2015 and 111 EFTS in 2016). Target Education receives both Youth Guarantee and SAC (Student Achievement Component) funding for programmes at these levels.

Target Education currently delivers only two programmes at level 3 and above: the New Zealand Certificate in English Language (Level 3) and the National Diploma in

Youth Work (Level 6). The youth work diploma was chosen as a focus area as it represents higher-level provision by Target Education.

### 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.*

The evaluation was conducted by two evaluators who spent two and a half days on site at Target Education's Papatoetoe facility. The evaluators met with the managing director, operations manager, site manager Henderson, site manager Papatoetoe, academic manager, and teaching staff, students and stakeholders from each focus area.

Documentary evidence was sighted during the EER visit, including: various programme review reports, credit achievement progress reports, internal and external moderation information, tutor evaluation summaries, staff CVs, samples of student assessments, achievement data, Target Education's quality management system, student exit interview records, and self-assessment information.

# Summary of Results

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

NZQA is **Highly Confident** in the educational performance and **Highly Confident** in the capability in self-assessment of **Target Training Centre Limited (trading as Target Education)**.

The main reasons for these levels of confidence are:

- Achievement has been consistently strong since the last EER, generally exceeding the Tertiary Education Commission course completion and qualification completion targets.
- Achievement of Pasifika students is on a par with or better than the student body as a whole, although Māori students generally achieve less well. Within levels there is also variability in achievement between programmes. However, through well-embedded self-assessment Target Education has developed an understanding of why this variability occurs and actively monitors achievement and intervenes to support learner achievement.
- There is good evidence that learners enhance their personal attributes and develop the skills necessary for further study and employment.
- Target Education focuses on pathways to employment or further study, and outcomes data demonstrates the success of these pathways for learners.
- Effective systems are in place for the ongoing monitoring of student progress and achievement. These systems result in timely intervention when required.
- Target Education has robust processes for ensuring assessment is valid, transparent, fair and sufficient. To ensure consistency and quality of assessment, moderation meetings that bring together relevant staff from each campus are held monthly for level 1 and 2 programmes. Both pre- and post-assessment moderation occurs at these meetings and they are also used to provide/inform professional development activities.
- An inclusive, culturally appropriate learning environment and a genuine concern for the wellbeing and achievement of learners is a hallmark of Target Education. It is evident, through staff interactions with students and student feedback, that a safe, inclusive learning environment has been successfully created.
- Target Education has a clear purpose and direction established by the managing director in consultation with staff. The purpose of the organisation is documented in an outcomes model, which identifies the desired outcomes, and a focus on achieving these is evident across the organisation. Ongoing,

authentic self-assessment has been successfully embedded at Target Education. This has been achieved through strategies such as programme development teams and quality delivery and assessment teams, and allowing the staff time to come together and reflect on what is important and the flexibility to make changes that result in improvements.

Target Education identifies student and stakeholder needs and is responsive to these. Combined with effective processes, this ensures the PTE can meet the most important needs of learners and stakeholders. This is supported by robust, evidence-based self-assessment.



# Findings<sup>1</sup>

## 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 **Excellent**.

Achievement has been consistently strong since the last EER, generally exceeding Tertiary Education Commission targets for course and qualification completion. For example, in 2015 all successful course completion targets at level 3 were exceeded by at least 10 percentage points, and all successful course completion targets at level 6 were exceeded by at least 5 percentage points, except the target for under-25-year-old students which was not achieved. SAC level 1 and 2 successful course completion targets were exceeded by over 10 percentage points.

**Table 1. Successful course completion rates<sup>2</sup>**

	2014			2015			2016		
	All	Māori	Pasifika	All	Māori	Pasifika	All	Māori	Pasifika
SAC level 3+	64%	72%	45%	97%	90%	100%	85%	90%	84%
Youth Guarantee	68%	64%	67%	61%	59%	67%	61%	41%	61%
SAC level 1 and 2	-	-	-	93%	92%	93%	88%	68%	84%

Pasifika achievement is on a par with or better than the student body as a whole, although Māori students generally achieve less well. There is also variability in achievement between programmes. However, through well-embedded self-assessment Target Education has developed an understanding of why this variability occurs and actively monitors progress and intervenes to support learner achievement. For example, credit achievement for individuals is monitored fortnightly, and each six weeks there is a comprehensive programme review which draws together multiple sources of information and results in individual learning plans being modified if necessary. This supports achievement through setting realistic goals, and provides motivation for success. The evaluators were able to track the interventions for individual students and the student's progress, through

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<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> Data source: Tertiary Education Commission

the minutes of sequential programme review meetings, confirming that this is an effective process.

Learners studying at levels 1 and 2 at Target Education form two distinct groups. One group is made up of migrants studying English language. These learners are generally over 25 and many have been living in New Zealand for several years. The rates of course completion and progression to further study for these students is very high. The other group of level 1 and 2 learners is made up of second-chance learners with previous negative educational experiences or personal challenges. For this group of learners, Target Education has identified that for different ethnicities different factors can have a negative impact on achievement, and this informs how students are supported. Working with these learners to develop skills and abilities, such as building self-esteem, improving confidence, teamwork and communication skills is an area of strength for Target Education. There is good evidence that learners enhance their personal attributes and develop the skills necessary for successful further study and employment. For example, a provider that learners progressed to found former Target Education students to be motivated and able to study with a degree of independence. Target Education has identified that the transient nature of many learners at this level affects completion rates, and care is taken to ensure students are well informed of the commitment required at enrolment. Outcomes for learners are discussed in Findings 1.2.

Achievement at level 6 is high, as demonstrated by rates of course and qualification completion. For example, for the National Diploma in Youth Work the successful course completion rate<sup>3</sup> was 91 per cent, and cohort qualification completion was 79 per cent in 2016. All the learners on the programme are either Māori (two learners) or Pasifika (12 learners) and also in current related employment.

Overall learner achievement is good but there is some variability. Target Education monitors achievement and is aware of areas where performance is weaker and is actively working to improve this.

## 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**.

Target Education has developed and clearly articulated an outcomes model that identifies key academic, organisational, social, cultural and environmental outcomes that it aims to achieve. There is good evidence that achievement of the identified outcomes is strong. For example, Target Education is clearly focused on

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<sup>3</sup> Data Source: Target Education

pathways to employment or further study and outcomes data demonstrates the success of these pathways for learners (Table 2).

**Table 2. Outcomes data<sup>4</sup>, 2016**

	Employment	Further study	Total employment or further study
Level 6 programmes*	100%	-	100%
English language level 1 and 2	-	100%	100%
Other level 2 SAC funded	38%	26%	64%
Youth Guarantee	24%	27%	51%

\*Students were already in employment during study

Graduates who had completed a level 6 diploma at Target Education spoke passionately about how their study had opened the door to employment and further education, such as successful degree-level study, and had enhanced their lives. The youth work diploma was offered in response to an identified need for more Māori and Pasifika youth workers in South Auckland, and has strong industry backing. Current learners on the diploma clearly identified the value of the programme to themselves and their workplaces. The programme provides frameworks the learners could readily apply to their practice as well as the knowledge necessary for them to work ethically and safely. This assessment by the learners was endorsed by employers who supported the learners to attend the programme. Consistent with the focus on pathways for learners and meeting community needs, Target Education is working with another provider which offers a youth work degree in South Auckland.

Although employment and further study outcomes are lower for learners on level 1 and 2 programmes, there is significant value for those that are successful. Learners on these programmes have had low achievement in previous study and have not been adequately prepared to enter the workforce. Reasons for non-completion tend to be outside of the control of the PTE, such as moving to be with whānau. The value of provision at this level is demonstrated by the 80 learners who have progressed to employment or further study in 2016. End-of-programme reviews provide case studies that illustrate this value for individuals.

Target Education adds value by working cooperatively with other providers of English language programmes in South Auckland, to ensure appropriate provision across a range of levels and types of delivery, which maximises the opportunities for learners. For example, several learners had previously studied at Manukau Institute of Technology, and others identified that they intended to enrol at the institute following completion of their current course. English language learners were positive about the value of their programme and how their confidence and

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<sup>4</sup> Data Source: Target Education

English had improved and that this enabled them to better participate in New Zealand society. External stakeholders also noted the practical benefits, such as learners using the local library with their children and their preparedness for further study.

### 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**.

Target Education has strong processes in place to ensure that the needs of learners, employers and the community are met and responded to.

Identification and reflection on student needs strongly supports student achievement. There are multiple ways that learners' needs are identified, such as surveys, suggestion boxes and class representatives. Most importantly, this occurs through the six-weekly programme reviews. These reviews monitor the progress of individual learners based on a range of data (such as credit achievement, attendance, literacy and numeracy tests and teacher observations) and result in revision of students' individual learning plans. Target Education has identified that early intervention is a key factor in supporting learner success, and the effectiveness of these meetings is an important component of this.

Learner and stakeholder needs are clearly identified, and the design and delivery of programmes responds to these needs. There are many examples of delivery being successfully adapted to meet identified learner needs, for example allocation of time for extra practice of practical skills, clustering of unit standard assessments, provision of additional literacy and numeracy support, and the use of group work. The regular programme reviews also allow for timely reflection on exit interviews and the appropriateness of programme resources, as well as for considering feedback from external stakeholders. This process informs the delivery of the programme. Target Education has imbedded literacy and numeracy in its programmes, and staff have or are working towards appropriate qualifications. Because of the short duration of the programmes, gains in literacy and numeracy levels as assessed by the Adult Literacy and Numeracy Assessment Tool are not always evident. However, staff said small, observable gains are achieved.

There is genuine and effective engagement with the community and employers. Regular stakeholder meetings are held to provide feedback on programmes and stakeholder needs, and Target Education responds to this feedback. Target Education carefully considers how its programme portfolio meets community and learner needs. An example of this is the move away from delivering the successful

social services diploma when it was identified that external changes reduced the value of the qualification as an educational pathway. The social services diploma was replaced with a diploma in youth work, for which there was a clearly established need in South Auckland. Additionally, the delivery of the youth work programme has been structured to meet the needs of learners and their employers. This is important as learners are currently employed in the sector and could not otherwise access the programme. Target Education is working with another provider with the aim of offering a pathway to a degree delivered locally.

Target Education has robust processes for ensuring assessment is valid, transparent, fair and sufficient. To ensure consistency and quality of assessment, moderation meetings that bring together relevant staff from each campus are held monthly for level 1 and 2 programmes. Both pre- and post-assessment moderation occurs at these meetings which are also used to provide professional development. The meetings provide the opportunity for staff to moderate their peers' assessment practice and to give and receive collegial feedback. New staff are mentored by more experienced staff to ensure that assessment is appropriate. The effectiveness of this moderation is evident in the excellent external moderation results. For the youth work diploma, Target Education has worked closely with the relevant industry training organisation to ensure that assessment is appropriate. Assessment is used effectively to provide feedback to learners.

#### 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**.

An inclusive, culturally appropriate learning environment and a genuine concern for the wellbeing and achievement of learners is a hallmark of Target Education. The PTE has created a safe and inclusive learning environment. Target Education was repeatedly described as a whānau by stakeholders, graduates and learners. Development of this culture starts with the interviews of potential students. Whānau are engaged from the beginning and care is taken to identify the individual learners' goals and to assess their preparedness for study so that they receive appropriate academic advice and support. Individual Learning plans are established for learners at levels 1 and 2. These plans are regularly monitored, with feedback provided to learners and changes made as required. This is an important way that learners are motivated and engaged in their learning.

Target Education is proactive in supporting and involving students in their learning. Catering for whānau days and other events gives hospitality students the opportunity to showcase their newly acquired skills and provides additional

motivation. Reflection on the first delivery of the youth work diploma led to the noho marae being held earlier in the programme to build a greater sense of community and increase collaboration between learners, which is now evident in the programme.

The majority of staff at Target Education are either Māori or Pasifika and they make a positive contribution to the cultural environment that supports achievement. Staff are solutions-focused and look for opportunities to support learners. They go the extra mile when needed and have a range of agencies to refer learners to if necessary.

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

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 managing director is responsible for both management and governance of Target Education and has been effective in establishing an organisation dedicated to educational achievement and producing valued outcomes for learners. The managing director is clear about the differing roles of governance and management and seeks external advice as required.

Target Education has a clear purpose and direction that is established by the managing director in consultation with staff. The purpose is documented in the organisation's outcomes model, which clearly identifies the desired outcomes, and a focus on achieving these is evident across the organisation. Target is a relatively small organisation with clear and effective lines of communication. Staff are well supported in their roles and there is regular performance appraisal and professional development. New staff are supported to gain the necessary teaching qualifications and are teamed up with an experienced staff member for additional support. Staff reported that they are valued by management and able to have input into the organisation. This all contributes to a focused organisation with well-aligned processes and a positive learning environment.

Programmes are responsive to stakeholder needs and well resourced with staffing and equipment. There is genuine engagement with stakeholders and good awareness of the external environment. Target Education's response ranges from relatively small changes – such as adding additional unit standards to hospitality programmes – to significant changes in the programme portfolio.

Ongoing, authentic self-assessment has been successfully embedded at Target Education. This has been achieved through strategies such as programme development teams and quality delivery and assessment teams, and allowing the

staff time to come together and reflect on what is important. This is supported by allowing the flexibility for staff to make improvements within the framework of the quality management system.

## 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**.

Target Education effectively manages important accountabilities and the PTE takes its responsibilities seriously. However, responsibility and processes for managing compliance are not explicit in the quality management system. The managing director monitors compliance, keeps informed of changes in compliance requirements, and ensures the organisation responds appropriately. This is effective since the managing director is closely involved in the operation of the organisation. There is a reliance on the organisation's procedures and practices to ensure compliance. This approach works well currently, but more systematic documentation and reviews with wider staff involvement would strengthen this area. Appropriate responses to the evaluators' questions in relation to compliance matters were readily available, indicating a good awareness of the issues and the organisation's position in relation to them.

There is evidence of improvements being made in response to compliance matters. For example, when there was lack of clarity about teaching hours, a system for advising learners and having them sign off on it was implemented.

No gaps or weaknesses in compliance were identified during the evaluation. Specifically, the following areas were looked at:

- Ownership structure
- Site approval
- Staffing qualifications
- Assessment and moderation
- Delivery of selected programmes in accordance with approval documentation.

Although Target Education is a signatory to the Code of Practice, no international students have been enrolled since the last EER, consequently compliance with the code was not reviewed by the evaluators. Target Education completed the code self-review attestation for 2016.

## Focus Areas

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

### 2.1 Focus area: Level 1 and 2 programmes

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

### 2.2 Focus area: National Diploma in Youth Work (Level 6)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.



# Recommendations

NZQA recommends that Target Education include responsibilities and processes for managing important compliance accountabilities in the quality management system

# 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](http://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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