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# Report of External Evaluation and Review

The Salvation Army New Zealand  
Trust trading as The Salvation Army  
Education & Employment

Confident in educational performance

Confident in capability in self-assessment

Date of report: 27 April 2017

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*Final*

# 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:	The Salvation Army New Zealand Trust trading as The Salvation Army Education & Employment (TSA EE)
Type:	Private training establishment (PTE)
First registered:	1991
Location:	204 Cuba Street, Wellington (National Office)
Delivery sites:	19 sites nationally; Kaitaia, Whangarei, Waihi, Royal Oak, Henderson (two locations), Mount Wellington, Hamilton, Whakatane, Tauranga, Feilding, Carterton, Petone, Christchurch, Ashburton, Oamaru, South Dunedin. An application is being processed for a further delivery site in Kawakawa.
Courses currently delivered:	Youth guarantee programmes, including: <ul style="list-style-type: none"><li>• Auto 4 Youth (Level 2)</li><li>• Business and Computing 4 Youth (Level 2)</li><li>• Careers and Computing 4 Youth (Level 2)</li><li>• Construction 4 Youth (Level 2)</li><li>• Mechanical Engineering 4 Youth (Level 2)</li><li>• Early Childhood Education 4 Youth (Level 2)</li><li>• Service Sector 4 Youth (Level 2), which integrates New Zealand Certificate in</li></ul>

Foundation Skills (Level 1) and NCEA (Level 2).

- In addition, TSA EE delivers employment-focused programmes, including Training for Work programmes funded by the Ministry of Social Development (MSD) and employment for offenders programmes for the Department of Corrections (Corrections).

Code of Practice signatory: Yes

Number of students: Domestic: approximately 486 equivalent full-time students (EFTS) per annum. This includes:

- approximately 296 EFTS per annum in TSA EE education programmes (241 EFTS Youth Guarantee, 35 EFTS ESOL (English for Speakers of Other Languages) learners, 20 EFTS STAR and Gateway (approximately 500 individuals doing short courses))
- approximately 185 EFTS per annum in employment programmes (MSD and Corrections)
- approximately 5 EFTS pa in commercial full-fee courses (mainly driver licensing)

In 2016, approximately 49 per cent of learners were Māori and 7 per cent were Pasifika.

International: nil

Number of staff: Approximately 71 full-time equivalents (52 full-time and 38 part-time)

Scope of active accreditation: TSA EE has approval to deliver the following qualifications found at:  
<http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=956540001>

Distinctive characteristics: The Salvation Army parent body and the PTE have a Christian kaupapa, and aim to transform lives. TSA EE delivers across a large number of regional centres as well as in major cities, and these locations vary depending on contracts and student numbers.

TSA EE is managed from a national office in Wellington, and key academic and administrative functions are centralised. The Youth Guarantee programmes are managed by the education manager (based in Tauranga), and programmes focused on employment outcomes are managed by the employment manager (based in Wanganui).

TSA EE's main funders are the Tertiary Education Commission (TEC), MSD, Ministry of Education and the Corrections department, and TSA EE undertakes a small amount of commercial activity.

Recent significant changes: Two new sites were established for Youth Guarantee delivery in 2016 (Mt Wellington and Carterton), and a further two sites were moved to new locations in 2016 (Dunedin and Christchurch). An application has also been submitted to NZQA for a further site in Kawakawa.

TSA EE had mixed success acquiring funding with the 2016 MSD contract round, which necessitated some restructuring as well as the establishment of some new contracts. In 2017, TSA EE is implementing new contracts with Corrections (Canterbury, Northland, Hawke's Bay and Auckland).

TSA EE has opened three Booth Cafes to provide work experience for students (two in Dunedin and one in Mt Wellington).

In collaboration with The Warehouse Group and Variety – the Children's Charity, TSA EE is providing additional well-being support through part-time mentors for Youth Guarantee students. Warehouse Stationery is providing funding and working with TSA EE to support full fees scholarships for six students per year for vocational or trades training.

Previous quality assurance history: At the previous external evaluation and review (EER) conducted in 2015 (report dated 24 March 2016), NZQA was Not Yet Confident in TSA EE's educational performance and capability in self-assessment.

In March 2016, the TEC undertook a targeted review of TSA EE with a focus on enrolments, enrolment procedures and funding claims. No significant issues were identified and it was recommended that TSA EE:

- seek to improve reporting out of the student management system, including a regular reporting pack for management
- introduce a formal process to determine changes to the SDR for early withdrawals.

A further audit by the TEC was recommended within 12 to 18 months.

TSA EE did not meet the requirements of NZQA's national external moderation in December 2015 for one literacy and one numeracy unit standard. In November 2016, the outcomes of national external moderation were unsatisfactory for one adult education, one literacy and one numeracy unit standard. In 2016 TSA EE reported credits against unit standards not listed on the assessment plan. An action plan was requested and submitted to NZQA by TSA EE.

Since the previous EER, TSA EE has met the external moderation requirements of the industry training organisation, Competenz. In external moderation by Building and Construction Industry Training Organisation, TSA EE met the national standards for eight out of nine samples for one unit standard and two out of four samples for one unit standard.

Since the previous EER, TSA EE has received NZQA programme approval and accreditation for:

- Be My Guest (Tourism) (Level 2) (leads to New Zealand Certificate in tourism (Introductory Skills) (Level 2))
- Computing (Level 2) (leads to New Zealand Certificate in Computing (User Fundamentals) (Level 2))
- Foundation Skills (Level 1) (leads to New

Zealand Certificate in Foundation Skills (Level 1))

- Retail Skills: Front Line (leads to New Zealand Certificate in Retail (Customer Service and Sales Support) (Level 2))

TSA EE has also received consent to assess standards for 35 domains, primarily farming and horticulture-related.

## 2. Scope of external evaluation and review

The EER included the following focus areas selected in discussion with the organisation:

- Governance, management and strategy
- Service Sector 4 Youth (Level 2) – TSA EE’s largest Youth Guarantee programme
- Construction 4 Youth (Level 2) – approximately 40 EFTS
- Training for Work programmes – employment programmes represent approximately half of TSA EE’s education and training activities.

## 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 team of four evaluators spent two and a half days at the national office in Wellington, and one day at two regional sites (two evaluators at Whangarei to review employment-focused programmes and two evaluators at Tauranga to review Youth Guarantee programmes).

The evaluation team conducted interviews at national office with the secretary and associate secretary for programmes, the national director, academic and operations manager, employment manager, education manager, mission director, mentor coordinator and marketing and support staff. In addition, at each regional site the evaluators interviewed staff, including one mentor at Tauranga, and

learners. Telephone interviews were conducted with stakeholders, including representatives of MSD and employers.

A large amount of documentation was reviewed, including management, academic, administration and student records, and key management and reporting tools were viewed online.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **The Salvation Army New Zealand Trust, trading as The Salvation Army Education & Employment**.

- TSA EE has now successfully implemented strategies for improving educational performance introduced over recent years. Strategies include a greater focus on learner outcomes among teaching staff, increasing investment in targeted student support and well-being services, and improving processes and systems for maintaining academic standards and achievement.
- TEC educational performance indicators for 2015 and TSA EE's provisional data for 2016 show steadily improving rates of student achievement in Youth Guarantee programmes and good performance when compared with other providers and TEC targets (refer Findings 1.1). Achievement rates for Māori students, who are approximately half of TSA EE's enrolments, have also improved over recent years and are now comparable with other students.
- Employment outcomes for students enrolled in MSD-funded programmes have steadily improved (from 44 per cent employed on completion of the programmes in 2013 to 65 per cent in 2016). There is some variation in outcomes for programmes and regions, but overall, TSA EE's focus on improving outcomes is effective.
- TSA EE has improved its understanding of educational performance, and a comprehensive picture is available for governance and management of student achievement and outcomes for the organisation as a whole, as well as the relative performance of regional sites and student cohorts, and the achievement of qualifications, such as NCEA Level 2. There is limited analysis available on the educational outcomes of employment-focused programmes (including the achievement of unit standards and driver licences and endorsements) reflecting TSA EE's focus on the achievement of paid work as the key indicator of performance. Assessment practice and the integrity of achievement data is closely monitored and has been enhanced by centralised moderation processes.
- Stakeholder engagement occurs at many levels of the organisation which reflects a strong commitment to analysing and matching the needs of funders, local communities and employers, and individual students. The effectiveness of this activity is reflected in TSA EE's success in achieving contracts and funding from key government agencies, the development of new programmes in response to regional skill shortages, and the significant social and community value of improved student well-being and enhanced ability to engage positively with study and work.

- TSA EE's commitment to responding to the learning and well-being needs of individual students is evident at all levels of the organisation and reflects the organisation's commitment to 'transform lives'. Formal processes for gathering and using student feedback vary, and are generally more effective in education-focused programmes. TSA EE has a growing understanding of the impact of guidance and support services, including the chaplaincy, and is gathering data on inputs and impact of the mentoring programme (Kiwi Next Generation project) which will be formally evaluated during 2017.
- Governance and management are providing clear direction and support for a distributed organisation, using effective communication and change leadership practices and useful management tools for monitoring organisational and educational performance. Centralised management and academic services provide assurance of strong processes to monitor important compliance accountabilities and consistency across sites.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **The Salvation Army New Zealand Trust trading as The Salvation Army Education & Employment**.

- Since the previous EER, TSA EE has strengthened its focus on monitoring and understanding student achievement across the organisation as a whole. A management dashboard has been developed which provides an overview of educational performance. Colour-coded spreadsheets (rainbow files) are used to monitor student achievement and progress towards employment. The improved quality of the data and its use to identify strengths and weakness of individual programmes and/or delivery sites reflects improved capability in self-assessment.
- During 2016 TSA EE implemented a focus on improving literacy and numeracy processes and outcomes, including targeted professional development and support, to improve the achievement of relevant standards for NCEA Level 2 and demonstrate gains using the TEC literacy and numeracy assessment tool. Achievement data for 2016 does not show significant improvement. TSA EE anticipates improvements during 2017 and reports that further analysis and review is planned.
- During 2016 TSA EE has reviewed processes for gathering and recording information on the destinations of Youth Guarantee learners. A combination of formal and informal approaches is currently being used. TSA EE maintains contact with students who have completed employment-focused programmes, and reports at regular intervals as required by funding contracts. Further work is underway to determine how destination information can be collated and analysed, to identify opportunities for improvement.

- TSA EE has implemented an online management schedule which is a shared repository of information, decision-making and reporting on many important aspects of organisational and educational performance. The schedule is interactive and facilitates information sharing and tracking of action plans across a distributed management team. It provides good evidence of self-assessment activities at management level. Self-assessment at regional sites is generally more informal. However, there is evidence of regular processes, such as programme reviews and staff performance reviews, and ad hoc improvements, arising from the sharing of best practice and resources across teams and regional sites. A more systematic approach to gathering and reviewing student and stakeholder feedback at regional sites would further strengthen self-assessment capability.
- TSA EE has developed a comprehensive quality management system which provides a framework for monitoring and review. The use of working documents (forms and templates) enables variable practice to be identified and appropriate actions to be taken, including process reviews or additional staff training. There is good evidence of the effectiveness of this approach for maintaining the integrity of key academic and administrative processes and supporting improvement.

# 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 **Good**.

TSA EE provides education opportunities to many students who have previous low educational achievement and challenging personal circumstances. There have been meaningful improvements in educational and employment outcomes for TSA EE as a whole over recent years. Teachers and employment coaches have been encouraged to focus on their role in preparing students for education and employment, and to refer students to relevant support services (both internal and external to TSA EE) for their personal and well-being needs. TSA EE has increased access to resources for student support services (refer Findings 1.4). In addition, managers and staff are closely monitoring student progress, by programme and by delivery site, using colour-coded spreadsheets. Increased central oversight of assessment and moderation processes, and reporting of credits and qualifications, has improved consistency and the integrity of achievement data. This focused approach to improving student outcomes is reflected in the achievement data.

TEC educational performance indicators for 2014 and 2015 and TSA EE's provisional data for 2016 show steadily improving and sustained rates of course completion and qualification completion in Youth Guarantee programmes (refer Table 1).

**Table 1. TSA EE course completion and qualification completion rates for Youth Guarantee students 2014-2015 (TEC published data) and 2016 (TSA EE provisional data)**

	2014	2015	2016
Successful course completion rate (%)			
All students	37	55	56
Māori students	36	54	56
Qualification completion rate (%) (2014-15 EFTS-based; 2016 cohort-based calculation)			
All students	24	67	78
Māori students	24	74	-

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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.

This is good performance when compared with other providers and TEC targets for Youth Guarantee programmes. Achievement rates for Māori students, who are approximately half of TSA EE's enrolments, have also improved over recent years and are comparable with other learners. Course and qualification completion rates for Pasifika students vary for 2014 and 2015 and across the organisation, although small numbers make the data less reliable. The education manager demonstrated an understanding of individual learner non-completions. Pasifika 2016 course completion rates are comparable with other cohorts.

TSA EE tracks the number of credits students achieve per month, and course and qualification completion of individual programmes for all Youth Guarantee students, for Māori and Pasifika students, and for each delivery site. Data for 2016 shows an overall course completion rate of 63 per cent for the National Certificate in Employment Skills and 41 per cent and 50 per cent for NCEA Levels 1 and 2 respectively. TSA EE is closely monitoring the achievement of NCEA, and anticipates improved achievement rates for NCEA in 2017 as a result of 2016 initiatives to improve literacy and numeracy teaching and assessment.

TSA EE has achieved improved employment outcomes for MSD-funded programmes, based on the achievement of paid work on the completion of the programme (52 per cent in 2014, 62 per cent in 2015 and 65 per cent in 2016). TSA EE delivers employment-focused programmes at regional sites which vary in length and contracted outcomes. Feedback gathered during the EER indicated some variation in performance against contract obligations and ongoing discussions with funders to ensure programmes meet the needs of stakeholders. As a result of a delayed roll-out of the current contracts (July 2016-June 2017), TSA EE was tracking behind performance indicators at the time of the EER. MSD representatives acknowledged TSA EE's willingness to work with the most difficult clients and the challenges for TSA EE in achieving contracted outcomes in every case.

TSA EE closely monitors student progress through programmes and into sustainable employment. The employment manager has a good overview of employment outcomes across sites and against regional and national contracts. Overall, Māori students are achieving employment outcomes at the same rate as or better than other students. Currently, while educational outcomes for students enrolled in these programmes, such as the unit standards and driver licences and endorsements, are reported, there is opportunity for more analysis to broaden the understanding of overall student achievement.

## 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 **Good**.

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

TSA EE achieves valued outcomes based around its commitment to transforming individual lives. There is ample evidence of the value of the programmes for students improving their health and well-being and developing confidence and social skills. The achievement of unit standards, qualifications and licences enhances their ability to engage positively with further study and paid work. This is particularly valuable for students who have experienced little success in other educational environments or face significant hurdles in re-entering the workforce. Evidence of these valued outcomes is available through case studies (reviewed regularly by the board and management) and staff who maintain connections with many students after they transition to further education or employment. Referring agencies and community providers who work with at-risk youth and adults confirm that the programmes assist them in their goals, including keeping youth safe and moving adults off long-term benefits. This is reflected in TSA EE's success in achieving ongoing contracts and funding from key government agencies.

During 2016, TSA EE has reviewed processes for gathering and recording information on the destinations of Youth Guarantee students. A combination of formal and informal approaches is currently being used, including completing a form to record intended destinations and tutors making follow-up calls. TSA EE has sought to improve the utility of the withdrawal form.<sup>2</sup> While TSA EE has not been able to gather destination data for 34 per cent of exiting Youth Guarantee students, reports for 2016 show that 32 per cent have progressed to further education, and 19 per cent have gone into employment. Further work is underway to determine how destination information can be collated and analysed to identify opportunities for improvement.

TSA EE maintains contact with students who have completed employment-focused programmes, and reports at regular intervals as required by funding contracts. Employment records are maintained for each individual as a basis for funding claims. TSA EE is currently developing a strategy to improve its ability to achieve and demonstrate sustained employment for up to one year. However, there is no evidence of analysis of employment information, for example by industry, which could improve TSA EE's understanding of the effectiveness of programmes.

Stakeholder engagement occurs at many levels of the organisation, which enhances TSA EE's ability to contribute positively to their local and wider

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<sup>2</sup> The withdrawal form is intended to be completed by all students at the end of their programme, rather than by those who drop out or do not complete the programme.

communities. TSA EE is responsive and effective in responding to shortages of skilled staff, for example in the transport industry. Employers confirmed that they valued the access to appropriately skilled staff and that this enhanced their ability to meet their business objectives. There is good evidence of management reporting the outcomes of stakeholder engagement, although capturing feedback gathered by regional employment-focused staff could be strengthened.

### 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 **Good**.

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

TSA EE demonstrates a strong commitment to analysing and matching the needs of funders, local communities and employers, and individual students. While there are some good examples of stakeholder and student feedback being gathered and reviewed, a more systematic approach at some regional sites would further strengthen self-assessment capability.

TSA EE strives to balance the needs of stakeholders and communities, taking into account enrolment numbers, when determining the regional provision of Youth Guarantee programmes. Options for short-term delivery in smaller locations are currently being considered. TSA EE is offering relevant and useful vocational training in level 2 programmes, which provide students with the required knowledge, skills and personal attributes to progress to further education or employment. Class sizes are small and programmes and activities are effective in engaging students with their learning. TSA EE has recently opened three commercial cafés to provide opportunities for work experience for Youth Guarantee students. The effectiveness of this initiative will be evaluated at year-end.

New employment-focused programmes have been developed collaboratively in the Northland region to address skills shortages in the transport and farming industries. TSA EE has recently launched programmes for MSD clients with a health condition, injury or disability and provided evidence of shared planning and problem-solving with MSD staff. These are good examples of programme development and design arising from effective and ongoing engagement with funders and local industry and employers. They show proactivity and innovation to enhance employment opportunities for learners.

Programmes and activities are also being reviewed to establish the match with student needs. In March 2016 TSA EE in Whangarei developed three pathways (Civil Construction, Passenger Services and Freight Services) for an industry training course to improve the match between student goals and skills and employer needs. A review of the Civil Construction pathway has been completed

and several areas identified for improvement. However, in general the pathway approach has been found to be effective in identifying training priorities with individual students and supporting their progression to employment.

TSA EE is effective in maintaining academic standards and the integrity of achievement data. TSA EE appoints tutors and employment coaches with the relevant qualifications and experience for their roles. New staff are supported in their classroom practice and there is evidence of the sharing of best practice and resources across teams and regional sites. Templates are available for lesson planning for Youth Guarantee programmes, although the use of these is inconsistent. TSA EE has been proactive in building assessment capability among staff. All assessments are scanned or sent to national office for sign-off and reporting. During 2015, TSA EE completed internal moderation of all Youth Guarantee assessments which helped to identify areas for further development. During 2016 moderation was conducted for new and under-performing tutors – for all literacy and numeracy standards and otherwise, a random sample up to 10 per cent of assessments was selected. TSA EE has responded constructively to issues identified through external moderation undertaken by NZQA and several industry training organisations during 2016.

During 2016 TSA EE implemented a focus on improving literacy and numeracy processes and outcomes in the Youth Guarantee programmes. Strategies included the introduction of deliberate acts of teaching and building capability in assessment, using naturally occurring evidence. TSA EE closely monitors tutor performance and implements professional development and support where necessary. This includes a workshop for all Youth Guarantee tutors held mid-2016 which is an annual event. Achievement data for 2016 does not show much improvement in the achievement of literacy and numeracy unit standards or significant gains using the online assessment tool. However, TSA EE anticipates improvements during 2017 and reports that further analysis and review is planned.

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

The rating for performance in relation to educational performance is **Good**.

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

TSA EE has established effective structures and processes to ensure students are well supported and involved in their learning. Rolling intakes and a flexible approach facilitates student participation in TSA EE programmes. Students receive appropriate information and advice on the education or employment programmes available to them. A trial period is available to establish learning needs and the suitability of each student for the intended programme before formal enrolment processes are completed. An individual plan is set up which establishes goals

and/or milestones towards further education and/or employment. A new booklet for tracking the student's journey into sustainable employment is being trialled in Whangarei, and initial feedback suggests it is helping to foster student motivation and self-monitoring of their own progress. Students complete the learning material at their own pace. Regular attendance and achievement against the individual plan is closely monitored and regularly discussed with students, ensuring they are fully engaged with their own learning.

Small classes and strong relationships among students and between students and tutors/employment coaches are critical factors for the effectiveness of this approach to teaching and learning. TSA EE creates welcoming and inclusive learning environments for students with a wide variety of backgrounds and personal circumstances. Māori cultural elements are incorporated into day-to-day delivery of Youth Guarantee programmes, including karakia, regular sharing of food and some basic Māori language. Social networks and interpersonal skills are also strengthened through group work. Students report that they find it easy to ask for help, and confirm that assessment feedback helps them to learn.

Formal processes for gathering and using learner feedback vary, and are generally more effective in education-focused programmes. Although documentary evidence of learner feedback in employment-focused programmes is not strong, it is apparent that employment coaches and brokers are focused and collaborative in identifying and responding to individual student needs.

Since the previous EER, TSA EE has taken steps to increase understanding of the impact of guidance and support services. A variety of internal and external support services are made available to students on-site, providing both practical and personal support. These include services to help students to improve their health and fitness, including addiction services, smoking cessation, and preparation for interviews. The performance of each chaplain has been reviewed by the mission director to identify professional development needs. TSA EE has launched the Kiwi Next Generation project which provides mentoring services for Youth Guarantee students. The evaluators heard about the value of this programme for relieving tutors of the pressure to respond to the pastoral care needs of students and enabling them to focus more on teaching and learning. A database has been developed to capture information on inputs (interventions and support) and impacts (on learner retention and success) of the project. A formal evaluation of the effectiveness of the initiative is planned, and the research findings will determine the long-term sustainability of the programme.

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

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

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

The Salvation Army has been involved in education and training for nearly 40 years, and continued investment in TSA EE reflects the value placed on this activity by the parent organisation. Governance and management of TSA EE share a commitment to ensuring the long-term sustainability of the organisation, balancing the needs and expectations of stakeholders and maintaining strong educational performance while continuing to deliver on the overarching social objectives of the parent body.

TSA EE has a good understanding of organisational and educational performance and a systematic approach to planning and development. The input of key stakeholders is gathered regularly and informs strategic planning as well as applications for contract funding and new programme offerings. Planning documents contain goals and performance targets which are regularly reviewed. The online management schedule is a useful interactive tool for sharing information, decision-making and reporting. Information on learner progress and the achievement of qualifications and paid employment is regularly gathered and reviewed. Despite some ongoing challenges in accessing data from the student management system, a comprehensive picture is now available for governance and management of student achievement and outcomes. A management dashboard provides additional data and analysis, including comparable achievement of Māori and Pasifika students and two methods of calculating qualification completion (EFTS-based and cohort-based). This information is being actively used to monitor performance over the organisation as a whole, as well the relative performance of regional sites and student cohorts, to identify areas for closer attention and increased support. This has enabled TSA EE to make decisions such as which programmes to discontinue and sites to close to increase operational efficiency.

TSA EE has responded constructively to the recommendations of the previous EER report. Several improvement initiatives are ongoing, including the focus on strengthening teaching capability for improving literacy and numeracy outcomes and the gathering and analysis of graduate destination data. A systematic approach has been taken to these initiatives and some good information is available, but it has not yet been fully analysed to identify areas for improvement.

Over recent years, TSA EE has sought to establish shared goals among staff and increase consistency across delivery sites. In particular, there has been a strong focus on student achievement and employment outcomes. TSA EE has effective processes for the recruitment of suitably skilled and qualified staff, and for managing professional development and performance. Increased investment in support services has enabled tutors and employment coaches to focus on teaching

and learning. The staff report that they feel valued and are well informed and engaged with the organisational goals. At the same time, the oversight of key academic and administrative processes has been strengthened and centralised. The quality management system is comprehensive and effective for maintaining the integrity of key academic and administrative processes and supporting improvement. The effectiveness of these management initiatives is also reflected in the steady improvement in student achievement and outcomes over recent years.

Overall, there is good evidence of ongoing self-assessment, particularly at management level. Self-assessment at regional sites is generally more informal, although there is good evidence of meaningful improvements arising from review activities, stakeholder engagement and the sharing of best practice and resources across teams and regional sites. There are also some regular processes, such as programme reviews and staff performance reviews. Self-assessment capability would be further strengthened by a more systematic approach to gathering and reviewing student and employer feedback.

## 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**.

TSA EE has robust compliance management processes and there were no incidents of non-compliance identified during this EER. Governance and management are aware of their obligations to ensure compliance accountabilities are managed. A risk register is regularly reviewed and assurance of compliance is also gained through reviews of management reports, committee minutes, stakeholder feedback and regular meetings with representatives of key agencies and/or funders, such as industry training organisations, the TEC and MSD.

Centralised management of key academic and administrative processes, together with a comprehensive quality management system, provides an effective framework for ensuring consistency and managing compliance with TSA EE's own policies and the requirements of NZQA and other key stakeholders. The quality management system specifically references the legislative and regulatory context, where relevant. Policies and procedures are reviewed by the quality management system committee on a regular cycle, or as required. Staff are introduced to the system during induction and alerted to updates via the intranet.

TSA EE has established central oversight of processes such as enrolments and withdrawals, reporting of incidents and the handling of complaints. All assessments are processed through the national office, and systematic checking and authorisation of the reporting of credits and awarding of qualifications is based on the templates and forms which must be completed in each case. Attendance is a

key requirement for contract funding and the payment of travel allowances. Attendance is recorded daily at regional sites, and then each week records are checked and allowances are processed at national office. This approach provides a good overview of key activities, enabling the identification of any recurring patterns or errors which can then be addressed through review and improvement activities or further staff education.

The evaluation team confirmed that delivery hours match programme approval documents for a sample of programmes. Regular programme reviews take place and reports are submitted to the academic committee. A process and cover sheet is available for recording changes to programme delivery, although no examples of it being used could be recalled.

A targeted review of TSA EE was commissioned by the TEC in March 2016 with a focus on enrolments, enrolment procedures and funding claims. No significant issues were identified.

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

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

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

### 2.2 Focus area: Youth Guarantee programme – Service Sector 4 Youth

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

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

### 2.3 Focus area: Youth Guarantee trades programmes – Construction 4 Youth

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

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

### 2.4 Focus area: Training for Work (MSD)

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

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

# Recommendations

NZQA recommends that TSA EE:

- Continue to focus on strategies to improve learners' numeracy and literacy and plans to analyse data to support this focus
- Embed use of the dashboard as a core tool supporting analysis and understanding of learner achievement
- Strengthen overall understanding of educational performance by monitoring the educational outcomes for students enrolled in employment-focused programmes, such as achievement of unit standards and driver licences and endorsements
- Enhance self-assessment capability by establishing a more systematic approach to gathering and reviewing student and employer feedback across regional sites.

# 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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*Final*