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# External Evaluation and Review Report

Seabrook McKenzie Centre for  
Specific Learning Disabilities

Date of report: 22 June 2021

# About Seabrook McKenzie Centre for Specific Learning Disabilities

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*Seabrook McKenzie Centre for Specific Learning Disabilities provides training for people wanting to support or teach students with specific learning disabilities.*

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Type of organisation:	Private training establishment (PTE)
Location:	68 London Street, Christchurch
Code of Practice signatory:	No
Number of students:	22 trainees from 2017-2020  20 females, two males; 19 NZ European, two Māori, one South African
Number of staff:	11 part-time staff
TEO profile:	<a href="#">Seabrook McKenzie Centre for Specific Learning Disabilities</a>
Last EER outcome:	NZQA was Confident in the educational performance and Confident in the capability in self-assessment of the PTE at the previous external evaluation and review (EER) in November 2016.
Scope of evaluation:	<ul style="list-style-type: none"><li>• New Zealand Certificate in Supporting Individuals with Specific Learning Disabilities (Level 4)</li><li>• New Zealand Certificate in Teaching Individuals with Specific Learning Disabilities (Level 5)<sup>1</sup></li></ul>
MoE number:	9882
NZQA reference:	C45387
Dates of EER visit:	7-9 April 2021

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<sup>1</sup> The two programmes were approved in 2017, and delivery started in 2018. They replace the Diploma in Specific Learning Disabilities (Level 5).

# Summary of Results

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*The teacher training arm of Seabrook McKenzie Centre for Specific Learning Disabilities<sup>2</sup> provides an important service, and there is high value for the end user. However, self-assessment, including management of academic compliance, is a gap for the PTE.*

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## **Not Yet Confident in educational performance**

- Historically, educational performance has been generally strong, and non-completions tend to be due to personal issues, resulting in withdrawals or transfers to another programme.
- There are gaps in the PTE's knowledge and management capability which reduce NZQA's confidence in the sustainability of educational performance.

## **Not Yet Confident in capability in self-assessment**

- Trainees and graduates provide high value for school students and their whānau. School students benefit from having trained professionals (teachers and tutors) who support students with specific learning disabilities.
- There is some evidence that modules are being reviewed ad hoc, and useful improvements are made. There is no evidence that the PTE undertakes periodic reviews of programmes as a whole.
- The internal moderation policy is not comprehensive and is not fully applied and documented. However, the impact of this is partly offset by assessment practice and methodology, including co-marking of new assessments and co-marking with new lecturers.
- Trainees are supported and understood individually. Trainee progress is discussed at teacher training team meetings, and targeted support mechanisms

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<sup>2</sup> Hereafter, the teacher training arm will be referred to as Seabrook McKenzie Centre.

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are put in place on an individual basis to support achievement.

- Some progress has been made towards documenting academic requirements and processes to support succession planning. However, this needs to continue and be strengthened.
- The recommendations from the last EER have not been fully implemented, which is partially due to the Covid-19 pandemic and a change of senior management in 2019.
- Management of important compliance accountabilities has some weaknesses. Governance and management rely on the teacher training team for understanding academic compliance requirements.

# Key evaluation question findings<sup>3</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Trainees gain qualifications and useful skills, including specific techniques and strategies, to help school students with specific learning disabilities (SLD). Some graduates and current trainees said these strategies also have a general application in schools.</p> <p>Completion rates are generally high (see Table 1, Appendix 1). Completion durations vary, depending on individual trainee circumstances, which can impact on the overall course completion rates.</p> <p>Withdrawals and not-achieved results are low, and when they do occur it is usually due to the trainees' personal commitments, which Seabrook McKenzie Centre often accommodates.</p> <p>In 2019, some trainees were unable to fully complete the practical component of the level 5 programme. Most were re-enrolled in the level 4 programme, which was better suited to their circumstances. As a result, Seabrook McKenzie Centre has put more effort into understanding prospective trainees' individual needs to ensure they enrol in the programme at the correct level.</p> <p>In 2020, because of the Covid-19 pandemic, there were no new enrolments, the lectures ceased, and only the practical components continued to be delivered. A small number of students successfully completed their studies in 2020.</p> <p>Trainees achieve well because they are motivated and engaged mature students. They often have personal experience with children who have SLD – either a child, or a teacher wants to gain more knowledge to support school students with SLD.</p>

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

	Trainee progress is monitored and well understood on an individual level, and Seabrook McKenzie Centre ensures that trainees have sufficient support to complete the required assessments.
Conclusion:	Trainees gain useful skills and knowledge to help them support school students with SLD. Unit and module completion rates are typically high, and trainee achievement is strong. Seabrook McKenzie Centre has recently gained a better understanding of prospective trainee needs to ensure they are enrolled in the correct programme level.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Seabrook McKenzie Centre provides three main services: learning assessments to identify if a child has an SLD; a school for students with learning disabilities; and a PTE that offers NZQA-approved programmes. The PTE is an integral part of Seabrook McKenzie Centre's overall contribution to the community and the support of school students with SLD.</p> <p>Trainees are usually already in employment in education when they start studying with Seabrook McKenzie Centre, though some prospective trainees are parents of children with SLD. Graduate outcomes tracking shows that approximately 81 per cent of graduates from 2016-2019 worked as a tutor or as a teacher supporting children with SLD.</p> <p>A long-term effect survey has recently been completed for the first time, in which graduates indicated how helpful the programmes have been in their career. Feedback to date is very positive. Informal ongoing feedback is also gathered from stakeholders. Overall, formal documented feedback could be better evidenced.</p> <p>Seabrook McKenzie Centre maintains relationships and networks with graduates in a range of ways, including the ability to gain a Seabrook practising certificate (on top of the New Zealand certificate). The practising certificate needs to be renewed every three years, and requires the graduates take part in professional development activities. Other ways Seabrook</p>

	<p>McKenzie Centre fosters valued networks is through professional development meetings which are held so teachers and tutors can share their knowledge and experiences around teaching children with SLD. Graduates that NZQA spoke to value this regular involvement and engagement from Seabrook McKenzie Centre to build a community of practice.</p> <p>Whānau, schools, school students and the wider community benefit from teachers and tutors who are trained in supporting students with SLD. This is widely understood within the organisation, and there is informal feedback that attests to the value of the programme. However, formal evidence of stakeholder value is not strong.</p>
Conclusion:	Value for graduates, school students, whānau and the community is high. While this is well understood within the organisation, stakeholder interactions demonstrating the value are not well documented.

### 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>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Modules and units are reviewed ad hoc when issues or potential improvements are identified in teacher training team meetings. Improvements include embedding new knowledge and literature, such as structured literacy programmes. Trainee feedback is also considered when making improvements, such as the order of the course content. The responsiveness of the teacher training team ensures the content is relevant and engaging. However, there is no evidence of periodic reviews of full programmes.</p> <p>Lectures and learning activities are well structured and planned to support trainee achievement – including the use of applied activities, case studies, presentations and reflective opportunities.</p> <p>The programmes include self-directed study and scheduling of face-to-face classes, which are discussed with the trainees and</p>

	<p>are planned for weekends or holidays when required to work around individual schedules.</p> <p>The documented moderation policy itself is not comprehensive, or fully applied. Borderline assessments that are not achieved are discussed with other lecturers, and feedback is given around what is required to pass. No other assessments are moderated, despite policy requirements. Another example of the policy not being applied is where independent moderators are named in the policy – though to date they have not been used to conduct moderation. This recommendation from the last EER – to develop more systematic approaches to internal moderation – has not been fully addressed.</p> <p>While there is not a fully implemented, systematic approach to moderation, there is collaboration and collegial feedback in assessment. When a new assessment is implemented, it is co-marked for two years. New lecturers are also involved with co-marking so that they are aware of the assessment requirements and expectations.</p> <p>There is an intention to create a lecturer observation schedule to monitor the effectiveness of lecturing staff, though to date observations have only occurred sporadically.</p>
<b>Conclusion:</b>	Overall, the programmes meet the important needs of trainees and other stakeholders. However, policies and procedures are not comprehensive, and their application is inconsistent.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Prospective trainees are met to ensure they are aware of the commitment the study requires, to ensure they are enrolled in the programme at the correct level for their goals<sup>4</sup>, and to communicate how the programme is structured.</p> <p>While completing the programmes, trainees are supported effectively by lecturers and mentors, many of whom are also</p>

<sup>4</sup> Meeting with trainees to ensure they are enrolled in the correct level programme was prompted from the finding that many trainees in 2019 were unable to complete the practical component required for the level 5 programme.



	<p>currently SLD teachers. The mentor system is a valued addition to the lecturers, and provides trainees with additional support and guidance for lesson planning. There are at least two observations of trainees delivering sessions, and they are provided with written and oral feedback. Trainees value the relationships with their mentor, and the relationships often extend beyond graduation.</p> <p>There is an inclusive learning environment where trainees and graduates are able to build relationships with other people working with students who have SLD, through professional development meetings<sup>5</sup>, a private Facebook group, mentoring, cohort-based relationships and newsletters. Overall, there is a relational approach to trainee support, rather than a systematic approach.</p> <p>The interim domestic Code of Practice has been discussed at the teacher training meetings. Seabrook McKenzie Centre rated themselves as having 'implemented' or 'implemented well' outcomes one to six. The main reason Seabrook McKenzie Centre rated themselves this way was because their trainees are mature and self-motivated and require limited support. However, evidence of consideration for each outcome is minimal.</p>
Conclusion:	Trainees are well supported through enrolment to graduation. However, self-assessment, including review of the interim domestic Code, is limited in its quality and coverage.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	Seabrook McKenzie Centre has a clear purpose: to support people with SLD. The PTE arm of the trust develops teachers and tutors who are able to directly support students with SLD.

<sup>5</sup> Professional development meetings include sharing/discussing teaching issues arising for tuition, presenting and discussing case studies, revisiting areas of SLD teaching, and sharing teaching techniques and resources.

	<p>Staff have a shared and strong commitment to the work they do for the community and the end user (students with SLD).<sup>6</sup></p> <p>Teacher training staff benefit from the yearly workshops, which support a community of practice and are required for maintaining a practising certificate.</p> <p>Seabrook began delivery of new programmes in 2018. However, during 2019 the longstanding director retired. Her responsibilities have been shared across two roles. It is not evident that the transition provided for sufficient handover to assure ongoing academic quality management. There is some progress towards documenting the academic responsibilities and requirements for running a PTE. However, it is not clear to NZQA whether the current levels of performance are sustainable, particularly in the event of future staff turnover.</p> <p>Most self-assessment activities, and resulting improvements, occur on an individual and ad hoc basis, rather than systematically and at an organisational level.</p> <p>Recommendations from the last EER report were not fully addressed, and demonstrate weaknesses in application of procedures and documentation of self-assessment.</p>
<p><b>Conclusion:</b></p>	<p>Seabrook McKenzie Centre has a clear purpose and direction. However, succession planning and documentation of ongoing self-assessment is of concern to NZQA.</p>

## 1.6 How effectively are important compliance accountabilities managed?

<p>Performance:</p>	<p><b>Marginal</b></p>
<p>Self-assessment:</p>	<p><b>Marginal</b></p>
<p>Findings and supporting evidence:</p>	<p>NZQA rules and regulations are not well understood by the management team. There are policies and procedure documents for key activities, though the evidence presented shows these are not fully applied (for example, moderation).</p> <p>Overall, there were no significant compliance gaps identified at the time of the EER, though the board and management rely on</p>

<sup>6</sup> The teacher training arm of Seabrook McKenzie Centre operates within a charitable organisation, which relies to some extent on voluntary contributions of time and expertise.

	<p>existing staff for managing NZQA and other legislative requirements.</p> <p>A calendar for key academic requirements is used, though this does not encompass all NZQA compliance responsibilities.</p> <p>However, NZQA attestations, including the interim domestic Code attestation, have been submitted on time.</p> <p>Seabrook McKenzie Centre ensures all employees are police vetted to meet the requirements of the Vulnerable Children Act. Recently this requirement has been added to the criteria for renewal of the Seabrook practising certificate.</p> <p>There was no documented evidence of a comprehensive review against the interim domestic Code, as required, including adequate consideration for each outcome.</p>
<p>Conclusion:</p>	<p>There were no significant legal or ethical issues or concerns identified at the time of the EER. However, consistent management of compliance accountabilities should be strengthened.</p>

## Focus Areas

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

### 2.1 Focus area: New Zealand Certificate in Supporting Individuals with Specific Learning Disabilities (Level 4) and New Zealand Certificate in Teaching Individuals with Specific Learning Disabilities (Level 5)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</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 Seabrook McKenzie Centre for Specific Learning Disabilities:

- Implement a documented quality framework, consistent with NZQA requirements and regulations, with appropriate management focus to ensure policies and processes and related self-assessment activities are reliably implemented.
- Review moderation policies and procedures to ensure there is sufficient coverage to add confidence in assessor decisions, and ensure moderation is carried out in accordance with the policy.

# Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

There are no requirements arising from the external evaluation and review.

## Appendix 1

**Table 1. Seabrook Diploma in Specific Learning Disabilities completion rates (%) by module (n=number who started the course in the given year; completion durations vary and some students who commenced modules in 2019 completed during 2020)**

Module <sup>1</sup>	2017	2018	2019
1	100% (n=5)		
2	20% (n=5)		
3	100% (n=8)	Not offered	100% (n=1)
4	Not offered		100% (n=5)
5	100% (n=3)		100% (n=5)
Level 4		100% (n=1)	N/A <sup>2</sup> (n=2)
Level 5 Module 1		11% (n=10)	100% (n=4)
Level 5 Module 2			20% (n=10) <sup>3</sup>

<sup>1</sup> Modules 1-5 were delivered as part of the Diploma in Specific Learning Disabilities (Level 5), which has now expired.

<sup>2</sup> Both trainees are still working on the practicum or practical experience.

<sup>3</sup> Six trainees transferred from level 5 to level 4.

# 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>7</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>7</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/>.*



NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)