

Report of External Evaluation and Review

The Whanganui Learning Centre Trust

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 20 October 2015

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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 Whanganui Learning Centre Trust
Type:	Private training establishment (PTE)
First registered:	11 June 2010
Location:	232 Wicksteed Street, Whanganui
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none">• Certificate in Work and Study Skills• Intensive Literacy and Numeracy• Workplace Literacy• Computers in Homes• Stepping Up (Computing)• Learner Licence• Industry Apprentices
Code of Practice signatory:	Not applicable
Number of students:	Domestic: 435 course participants per course; see below for breakdown (Māori participant numbers in brackets): <ul style="list-style-type: none">• Intensive Literacy and Numeracy: 100 hours – 87 (57)• Workplace Literacy: 25/40 hours – 29 (12)• Computers in Homes: 20 hours – 33 (2)• Adult and Community Education (ACE): 20

hours – 123 (73)

- Learner Licence: 12 hours – 200 (106)
- Pasifika numbers are minimal
- English for Speakers of Other Languages (ESOL) numbers: 10

Number of staff:	Five full-time equivalents (two full-time and six part-time)
Scope of active accreditation:	Approval to deliver the training scheme: Certificate in Work and Study Skills
Distinctive characteristics:	<p>The Whanganui Learning Centre Trust (WLCT) is a community organisation and a foundation skills training provider which specialises in delivering services that meet the needs of the local community. The Trust's mission statement is: 'to provide effective and holistic learning services which enable adults to participate confidently in their communities'. Literacy programmes are designed to meet the assessed literacy needs of each learner, and tuition is provided contextually to achieve the negotiated learning goals.</p> <p>WLCT is a member (poupou) of the Literacy Aotearoa network, which is a national organisation of adult literacy providers.</p>
Recent significant changes:	Teaching staff have changed since the previous external evaluation and review (EER) and a quality manager has been recruited. There are two vacancies on the WLCT board and a recent self-review is helping to inform what strengths are required by prospective board members keen to fill these vacancies. WLCT has aligned its operations with another trust (Wicksteed) to share resources and increase capital for mutual investment.
Previous quality assurance history:	NZQA conducted an EER of The Whanganui Learning Centre Trust in August 2011. NZQA was Highly Confident in the organisation's educational performance and Highly Confident in its capability in self-assessment.

2. Scope of external evaluation and review

Prior to the EER, discussions were held between the WLCT manager and the NZQA lead evaluator. The following focus areas were selected for inclusion in the EER scope because they are a fair representation, based on student numbers, of the delivery offered by the PTE.

- Literacy and numeracy programmes (Intensive Literacy and Numeracy/ESOL and Workplace Literacy). At the EER visit it was agreed that these two programmes would be reported as two separate focus areas.

Governance, management and strategy was also included in the EER scope as a mandatory focus area in accordance with NZQA policy for all tertiary education organisations.

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-eeer/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 EER was conducted by two evaluators over two days at the organisation's premises in Whanganui. The evaluation team interviewed representatives from the board, the manager, tutors, the quality assurance manager and a selection of stakeholders, graduates and students.

In addition to the self-assessment summary submitted prior to the visit, a wide range of the organisation's records and documents were also reviewed.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **The Whanganui Learning Centre Trust**.

The key reasons include:

- The majority of learners enrol with challenging health and personal issues, many of whom have not been in education for lengthy periods but go on to make very good progress.
- There was strong evidence of literacy and numeracy progress monitored by informal daily and weekly observations and formal monthly reports. All learners progress, with some learners making very significant gains as evidenced by the tutors' observations and assessments and the Tertiary Education Commission's (TEC) literacy and numeracy assessment.
- Transformational life changes were evidenced by learner testimonials and destination data. Graduates enrol on other WLCT programmes and programmes at other institutes, gain employment, and voluntarily contribute to community activities.
- The Workplace Literacy programme is meeting individual learner needs; for a cohort in this group, that means assisting learners to improve their tertiary qualification assessments.
- Strong evidence was provided to show valued outcomes to learners, community and whānau which included learner engagement with children's learning at the local school and using this knowledge to further support learning in the home.
- ESOL learners' positive progress has been influenced by the activity-based programmes. Learners especially acknowledge the opportunities to practise speaking as there is limited opportunity in their homes.

The staff are well qualified and empathetic to the challenges their learners face, working collegially to provide rich learning experiences which lead to positive outcomes of further learning, employment and participation in community activities. In turn, management has fostered a culture of mentoring and support for staff, underpinned by professional development and research activity which enables staff to foster their dynamic learning environment. This learning culture, which has resulted in valued outcomes for the learners and stakeholders, supports this highly confident judgement in the PTE's educational performance.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **The Whanganui Learning Centre Trust**.

The key reasons include:

- A quality assurance manager has recently been recruited to oversee, monitor and mentor quality assurance practices. She has also completed a number of internal reviews including Staff Capacity and Capability, and Future Focus to inform management about staff strengths, professional development requirements and succession planning. WLCT also conducted a Māori cultural review. These reviews also resulted in the recent recruitment of Māori, Pasifika and Asian teaching staff to reflect the changing learner demographic and better meet the needs of these students.
- Tutors provide monthly reports against the key evaluation questions used by EER with actions monitored by the quality assurance manager. These reports have replaced the previous mix of photo journalism and meeting minute reports. Actions include recommended professional development.
- WLCT reports all achievement to its funder's (Literacy Aotearoa) database. The system failed in 2013. WLCT found it could not retrieve sufficient data to monitor trends in achievement and for analysis from this database, and it now maintains two sets of data, its own and Literacy Aotearoa's. Although this is more time-consuming, it is valued as the organisation has developed its own database, building on data history and analysis to inform self-assessment, and this has mitigated the risk of another database failure.
- Regular programme reviews are informed by monthly tutor reports and student feedback, which in turn inform the half-year and annual reviews. An example was the introduction of snapshot assessments which provided formative progress reviews and could be used to measure progress should learners exit early.

WLCT has worked hard to develop a culture of continuous improvement using self-assessment and evaluation to determine need and to gauge the effectiveness of its services for learners, whānau, stakeholders and community. Self-assessment and evaluation policy and processes are embedded in all practice, thereby supporting this highly confident conclusion.

Findings¹

1.1 How well do learners achieve?

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**.

Learners achieve very well through their programmes at WLCT. This was evidenced by the learners' progress in literacy and numeracy and development in health and well-being and social interaction, achieving the organisation's goal of developing the learners holistically. The rise in personal growth is known anecdotally, and this year WLCT has administered the ACE confidence survey.² These end-of-course surveys will be very useful to quantify the growth in self-confidence gained through the learners' educational and personal achievements. This increased self-confidence has enabled graduates to enrol in other programmes at WLCT and at higher-level programmes at other institutes, to seek employment, and to participate and contribute to their communities. These are all remarkable achievements considering the learners' starting points.

The majority of learners present with many challenges, including health issues such as drug and alcohol addiction, personal unsafe home environments, and learning difficulties. WLCT staff non-judgmentally encourage enrolment in programmes where the learners may experience success. These learners generally have had negative previous experiences with education and have learnt to hide learning disabilities and cope as best they can. Although the learners are not yet pursuing qualifications at WLCT, on graduation nearly a third of the 87 learners in 2014 enrolled in higher-level programmes at other PTEs, wānanga and institutes of technology/polytechnics. These are excellent outcomes for the learners, some of whom are returning to education 20 or more years later after raising children.

WLCT reports the majority of its achievements on its primary funder's (Literacy Aotearoa) database. A failure of the system in 2013 signalled to WLCT its vulnerability in relying on an external database, and it installed its own student management system. The PTE also found the primary funder's database restrictive as the data once submitted could not be retrieved to run reports or for analysis. The WLCT database has enabled the organisation to build a history of achievement and graduate destinations for self-assessment and ongoing analysis.

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

² ACE Aotearoa Learners Outcomes survey trialled by English Language Partners and Literacy Aotearoa databases to collate and assess the outcome measures for ACE learners.

Five of the current 21 Workplace Literacy learners are employed in the health sector and are pursuing degree-level qualifications. When interviewed by the EER team, representatives of these learners attributed their ongoing successful progress through their degree programmes to the literacy teaching and support provided by WLCT staff, achieving A and B assignment passes after seriously considering withdrawing from their courses.

On enrolment, all learners complete the TEC literacy and numeracy assessment. According to the TEC progression chart for 2014, WLCT learners ranged from the starting point to step 4, with more than 50 per cent at steps 2 and 3. Of the 87 enrolees in 2014, all learners progressed, and of the learners who completed the final assessment, 81 per cent progressed on the TEC progression chart, with 20 per cent of those making significant gains (progress up at least one step). Māori learners made excellent progress, with only four learners not making a significant gain. WLCT knows why learners have not completed the final assessment, generally due to ongoing health issues and personal circumstances. Some have moved to seasonal and part-time employment, and therefore for 2015 WLCT has included a formative assessment which will measure progress on the TEC progression chart should learners exit early.

These are excellent achievements for learners who have had to overcome numerous personal challenges.

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

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**.

WLCT learners and stakeholders achieve a range of valued outcomes. Learners successfully re-engage with education after previous negative experiences. In many cases, mothers who left school early and without qualifications have raised families are now returning to education, progressing to other courses, higher learning and, in some cases, employment. Many testimonials were shared, including a mother who had graduated from the Intensive Literacy and Numeracy programme and who is now employed and is a trustee on her children's school board. Another mother who overcame serious drug addiction is enrolled on a certificate programme as a pre-requisite to a degree in social work. Yet another, a grandad, has learnt to read, reading to and with his grandchildren at home and helping out at their school, encouraging other children with their learning. These are excellent outcomes benefiting themselves and others.

Employed Workplace Literacy learners are supported to meet the requirements of their part-time university degree studies and to meet the literacy and numeracy demands of their work. In turn, their employers value these outcomes as they have

staff who are improving their knowledge, skills and qualifications. In another case, a learner is making a career change preparing for Police College enrolment. WLCT is enabling these learners to consolidate and inform their current employment positions or to seek promotion, and in the case of the prospective police recruit to prepare for his future study in context, raising his literacy ability to step 6 and strengthening his report writing. These learners value the outcomes as they will enhance their current circumstances.

ESOL students on the Intensive Literacy and Numeracy programme gain confidence to learn and use English and are provided with opportunities to practise speaking. This is especially useful and valued when the first language of the home is not English. The Workplace Literacy and ESOL programmes have a very high attendance rate and the learners are highly motivated.

Valued outcomes to the whānau include those mothers making their first foray back into tertiary education, role-modelling life-long learning to their children, and encouraging and helping their children with their own education. These outcomes also extend to the community as learners' and graduates' growth in confidence has enabled them to participate in the community. WLCT works collaboratively with a local school to offer Intensive Literacy and Numeracy programmes to parents and grandparents. In turn, these parents and grandparents encourage and help their children and grandchildren with their studies. These are valued outcomes because the majority of these students previously would not engage with the school through lack of confidence or following previous negative education experiences.

In addition, WLCT in 2015 will deliver the Certificate in Work and Study Skills. This qualification is mapped to the current Intensive Literacy and Numeracy programme and tutors will be able to see which learners might also complete the certificate. This will be their first ever unit standard achievement and, for many, some 20 or so years since they had engaged in formal education.

Many testimonial attributes were evidenced where graduates' transformational changes to personal circumstances showed remarkable changes to include employment, improved health and well-being, and voluntary participation in community activities. One example included a grandmother whose valued outcome was a 'first real CV where my life has been about voluntary support, all my experiences and skills are acknowledged therein and I proudly put forward my nomination for our Post Settlement Iwi Mandated Authority to manage our Treaty Claims Assets'.

These outcomes are varied and highly valued by the learners and stakeholders and are beneficial personally and, just as importantly, to their whānau and community.

1.3 How well do programmes and activities match the needs of learners and other 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**.

The programmes and activities match learner and stakeholder needs well. WLCT provides activity-enriched literacy and numeracy programmes to encourage and motivate learners who are re-engaging with formal education or for those whose first language is not English. Some examples include the ESOL learners who prepare, cook and share a meal using literacy and numeracy-filled activities; and community classes taught by WLCT staff at a local school in a designated 'community classroom' where learners were videoed planning and teaching an activity to peers, thereby practising and applying their literacy and numeracy learning and demonstrating the tuakana-teina³ learning and teaching model.

As mentioned, WLCT works collaboratively with a local school to match community needs, and works with intergenerational whānau to improve literacy and numeracy abilities, in some cases extending this learning to driver licence courses and computers in homes programmes. This collaboration of whānau/school/community/WLCT enables children to see their parents/grandparents learning, and this encourages and transmits to their own learning. From the classroom, this encouragement and support of learning extends to the home.

Robust processes are used to identify learner needs. The initial interview and enrolment process takes time to help learners to recognise their own strengths, building confidence to embark on a learning journey that will yield success. Some learners did not realise how bad their literacy/numeracy abilities were as they had formed defence mechanisms for non-use, i.e. stopped reading or used a calculator. Goals are formulated and learners are matched to a programme choice. A weekly review and monitoring of progress takes place with formal monthly tutor reports which include achievement.

A 'travelling books' project (books given to the community to encourage reading) was an opportunity for WLCT to provide and share books in this community. One literacy learner was chosen to speak at the launch of the project, sharing the changes that had taken place since taking steps to improve his literacy skills. These included confidence to go into stores because he could now read packaging and signage, and being able to read for pleasure and knowledge. He now delights in reading to and with his mokopuna and helping with their studies in the home.

WLCT is proactive in reducing barriers to learning. It operates classes with flexible hours, for instance the Intensive Literacy and Numeracy learners finish in time for parents to collect their children from school. The Workplace Literacy learners fit their

³ Tuakana-teina (peers using their knowledge to teach and support each other).

teaching times around their employment, usually after work and in the weekends. WLCT provides kai to learners so they are in the best space to learn. The Intensive Literacy and Numeracy programmes are structured five-week programmes with a user-friendly checklist so learners can track their progress themselves.

WLCT provided evidence that it is meeting learner needs. If the initial assessments on enrolment identify that additional prerequisite programmes are required, WLCT will provide these (e.g. computer literacy), or will counsel learners to other organisations which might better meet their needs (e.g. learners with disabilities). Very positive learner evaluations and surveys attest that WLCT is matching their needs.

1.4 How effective is the teaching?

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 programmes at WLCT are delivered effectively. WLCT employs well-qualified, experienced teaching staff empathetic to the challenges their learners face and working collectively to provide rich learning experiences which lead to positive outcomes of further learning, employment and participation in community activities.

The programmes are underpinned by review, evaluation and input from the on-site research team. This is especially helpful to meet the wide range of literacy abilities from a current cohort of Workplace Literacy learners who are enrolled on university degree programmes or requiring tuition to reach steps 5/6 of the TEC literacy assessment tool.

Programmes are regularly reviewed informally through daily interactions and weekly meetings with learners, and formally through monthly tutor reports with follow-up meetings and action plans monitored by the quality assurance manager. These reports also contribute to half-year reviews discussing progress against WLCT business plan outcome measures, including learner success stories, staff performance management, and financial viability. Additionally, these reports contribute to and inform professional development opportunities. There is a strong ethos of support and development with active mentoring and coaching. This includes observations of tutors in the classroom with follow-up discussions supporting ongoing improvement. This is very useful to the learners and tutors as any actions required are attended to promptly and monitored.

Permanent staff are appraised against their job descriptions and contractors against their contractual requirements. Evidence was provided of individual and collective development through internal and external professional development, including critical thinking for reading, maths games and activities, te reo Māori and Microsoft programme use, which are already being used to improve teaching strategies.

The programmes are well resourced, as reflected in the very positive reviews/surveys by learners. The current Intensive Literacy and Numeracy programme has been mapped to the newly approved Certificate in Work and Study Skills so that those capable of achieving the learning outcomes of the certificate can progress from the literacy programme.

A strength of the Workplace Literacy programme is the one-to-one delivery for this cohort, whose specific needs are to succeed with university study and, for one student, to complete preparation for Police College. The initial Police College recruitment process identified a need to strengthen literacy at step 6 and report writing, and this programme is tailored to achieve this. The learners studying for degrees at different tertiary institutes are assisted with academic writing and clarifying paper and assessment requirements. These learners have attributed their success to the focused training aligned to their employment and study skills. Before enrolment at WLCT, the degree learners were struggling to continue in study as they were not coping. Now they are recording A and B assignment passes and are very pleased with their progress. They have also formed a community of learners discussing how their individual learning strategies can be useful to them, such as mind-mapping and brainstorming,

The Intensive Literacy and Numeracy programme is structured. The lead tutor is new and is being mentored by the manager. The strength of this programme is that several part-time tutors support the lead tutor, providing a variety of teaching styles to match learner needs. This also allows flexibility in schedules to accommodate sessions for the ESOL Intensive Literacy and Numeracy learners,

Students were invited to provide feedback on preferred tutor characteristics to inform the review of tutor job descriptions. They rated 'patience', 'change approach when we are not getting it', and 'down to earth' among their preferences, characteristics that staff already display. Collectively these staff, resources and robust processes contribute to the effectiveness of the teaching programmes.

1.5 How well are learners guided and supported?

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**.

WLCT guides and supports its learners very well. It offers small classes where part-time staff support the lead tutor so that numbers remain low. Equally, the Workplace Literacy programme meets the needs of this cohort by working on a one-to-one delivery. Initial support is identified through the interview and settling-in period. Goal-setting and progress are reviewed weekly. Learning style preferences and specific needs are identified and used to inform individual learning plans. The very positive learner feedback to surveys attests that the learners are well supported. Learner representatives meet monthly with management to resolve any issues, which

generally involve personal issues and facilities rather than teaching and programmes, for example how to manage smoking cessation given that Whanganui is a smoke-free city.

Support needs are identified at the enrolment and induction stage and are provided on an as-needs basis. Health and well-being support needs feature strongly, and a collaborative arrangement with the Whanganui Regional Primary Health Organisation project, Piki te Ora, provides workshops around healthy eating, managing frustration, communication skills and goal-setting. This fits well with the WLCT holistic approach to educating the learner and aligns with the Whānau Ora framework, providing a wraparound support model.

Hours are flexible to meet employment and family needs, and where required may be extended to after-hours support at weekends. Tutors increase sessions to cover any missed sessions so learners get every opportunity to succeed. Managerial and administration staff are well known to students and provide a strong support base to the teaching staff.

Teachers understand the health and economic and social needs of students and assist with meals daily and help with transport, as public transport is free with a learner ID. If the learner is eligible for support, the manager advocates strongly on their behalf. As the manager is well known to agencies, this advocacy is effective and is appreciated by the learners. Learner support needs are broad-based, and are affected by personal health and well-being. WLCT has found its Whānau Ora approach to be very effective in addressing learner support needs to reduce barriers to learning, as demonstrated by the learning progress and outcomes achieved.

1.6 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**.

Governance and management combine well to effectively support educational achievement. There is strong leadership guiding the board, enabling similar managerial leadership of WLCT. This group uses a mix of expertise and networks to inform and progress strategic objectives. Increasing diversification of funding remains a challenge; however, the deft approach by the board, management team and teaching team has managed to keep the organisation in the black. It is currently working to align itself with another trust (Wicksteed Trust) which is expected to increase resources and revenue. WLCT is currently building a new teaching space on site which will increase teaching capacity and provide a discrete technology centre for education and community use.

WLCT is fiscally responsible, recognising the challenges for funding and continually seeking opportunities. Management is politically and socially savvy, with social

justice as their mandate. This is why the manager advocates so strongly on behalf of students, e.g. for health services, dental services, car licence access, provision of food, computers and the 'travelling books' projects.

In addition to the Intensive Literacy and Numeracy and Workplace Literacy programmes, the organisation delivers other programmes that graduates can enrol in such as Computers in Homes and Stepping Up (basic computing), as WLCT acknowledges the importance of computer literacy. This is helpful as learners commented that jobs are advertised via a website and with email applications. This supports the alignment with the Wicksteed Trust and WLCT's intent to make programmes and computer resources available to the community.

The organisation is learner-centred and works closely with community groups to match learner and stakeholder needs. A number of collaborations are in place, such as delivering programmes requested by the community at a local school. WLCT is working with the Whanganui Regional Primary Health Organisation to provide the Piki ki te Ora health and well-being workshops. The organisation is also working with Workbridge to provide additional support services to learners with disabilities. Its most recent collaboration was the submission of an application with a community group (Te Aroha Noa) securing ACE Aotearoa funding to provide professional development opportunities.

WLCT has worked hard to develop a culture of continuous improvement, using self-assessment and evaluation to determine need and to gauge the effectiveness of services for learners, whānau, stakeholders and community. Self-assessment and evaluation policies and processes have been embedded in all practice as business as usual.

A quality assurance manager has recently been recruited to oversee, monitor and mentor quality assurance practices. She has also completed a number of internal reviews, including Staff Capacity and Capability, and Future Focus, to inform management about staff strengths, professional development requirements and succession planning. WLCT also conducted a Māori cultural review. These reviews resulted in recruiting Māori, Pasifika and Asian teaching staff to reflect the changing learner demographic and to better meet learner needs. A board self-review has identified skill-sets (business acumen and marketing) to strengthen the board composition, and will be used when recruiting for the two vacant board positions.

WLCT is growing its research culture using research to inform practice. The creation of a student teaching resource about plagiarism⁴ was funded by Ako Aotearoa. The idea was sourced from one of the tutor's work with the Workplace Literacy learners enrolled in degree programmes. This resource is featured in the latest issue of the Ako Aotearoa e-newsletter.

⁴ Alert online: e-news from Ako Aotearoa – [Issue 25](#)

WLTC received the ACE Aotearoa National Award (Tangata Tiriti) 2014 for provider of the year, which acknowledged the quality of service offered by WLCT and its ranking among other adult literacy organisations.

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 **Excellent**.

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

2.2 Focus area: Intensive Literacy and Numeracy/ESOL

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

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

2.3 Focus area: Workplace Literacy

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 The Whanganui Learning Centre Trust:

- Enhance learners' CV preparations by including the statements of attainment against the progression step achieved, i.e. step 5 and its attainment statement. This will better inform prospective employers and other training institutes of the learners' literacy and numeracy abilities.

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 NZQA 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).

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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