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External Evaluation and Review Report

VisionWest Community Trust

Date of report: 5 September 2019

About VisionWest Community Trust

VisionWest Community Trust (VisionWest) provides an extensive range of community services. Its education and training arm is known as the Education Training Centre (ETC). ETC provides community and foundation education in the areas of hospitality, retail, and building and construction, as well as alternative education. It also delivers adult and intensive numeracy and literacy education. Quality assurance and learner support services are shared across VisionWest.

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|-----------------------------|---|
| Type of organisation: | Private training establishment (PTE) |
| Location: | 95 Glendale Road, Glen Eden, Auckland |
| Code of Practice signatory: | No |
| Number of students: | Domestic: 64 students; 32 Māori (50 per cent), 16 Pasifika (25 per cent) |
| Number of staff: | Nine full-time equivalents |
| TEO profile: | NZQA – VisionWest Community Trust |
| Last EER outcome: | At the last external evaluation and review (EER) reported in August 2015, NZQA was Confident in the PTE’s educational performance and Confident in its capability in self-assessment. |
| Scope of evaluation: | <p>The following two focus areas informed the EER:</p> <ul style="list-style-type: none">• National and New Zealand Certificates in Adult Literacy and Numeracy Education (NZCALNE) (Level 5); for adult literacy tutors• Youth Guarantee-funded programmes:<ul style="list-style-type: none">- New Zealand Certificate in Retail (Customer Service and Sales Support) (Level 2)- New Zealand Certificate in Hospitality (Level 2)- National Certificate in Building, Construction and Allied Trades Skills (Level 2) <p>These programmes are NZQA approved.</p> |

MoE number: 7944

NZQA reference: C34767

Dates of EER visit: The EER site visit was conducted on 6 and 7 June 2019. Achievement data was provided by the PTE on 11 June 2019 and from the Tertiary Education Commission (TEC) on 12 June 2019. A governance-related discussion was held by phone on 26 June 2019.

Summary of Results

Learners' needs are well met. Transformative learning outcomes are supported by effective teaching and learning processes and pastoral care. Inconsistencies in the quality of self-assessment limits the identification of improvement opportunities.

Confident in educational performance

- The programmes are of high value. Learners experience transformative outcomes which positively impact their lives and instil whānau pride.
- Tutors and management work hard and effectively to engage and support their learners, including vulnerable learners with extensive challenges. A high level of pastoral support is available. Teaching and learning processes are engaging, robust and effective. Industry involvement contributes to programme currency and relevance.

Not Yet Confident in capability in self-assessment

- Learner progress is tracked closely and is regularly reviewed and reported on for each cohort. However, data analysis is not comprehensive. There is no year-to-year analysis of trends or understanding of disparities in achievement, limiting the identification of improvement opportunities. The PTE reports closely on TEC targets but has not identified its own achievement goals and how these can be attained.
- There is some lack of clarity in processes for managing key compliance accountabilities and a couple of areas where adherence to programme approval requirements needs tightening. Overall, there are no serious implications from these gaps.
- The organisation is committed to the empowerment of its community through education. However, understanding its mission of sustainable outcomes with a focus on employment is limited by minimal information collected about learners post-study.
- Organisational values are inherent in the valuing, care and support of staff and learners.

Key evaluation question findings¹

1.1 How well do students achieve?

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| Performance: | Marginal |
| Self-assessment: | Marginal |
| Findings and supporting evidence: | <p>Qualification completion results are used to measure achievement, benchmarked to TEC targets. Overall, for Youth Guarantee-funded programmes, VisionWest met TEC targets from 2016 to 2018, and improved each year (Appendix 1). Māori and Pasifika qualification achievement was below non-Māori achievement and under 50 per cent in 2016 and 2018. Data has not been analysed by ethnicity. Therefore, this disparate achievement has not been considered, limiting improvement opportunities. The last EER recommended more detailed analysis of achievement data. This is still a gap.</p> <p>After the EER visit, the PTE provided internal qualification achievement data, which differs from TEC data. This was not available prior to or during the EER visit. It was not apparent that the PTE understands the reasons for the difference, or some inconsistencies with earlier data provided. Therefore, this EER has used TEC-reported data.</p> <p>For the Adult Literacy and Numeracy Education qualification, overall completions in 2016 were 68 per cent, but 51 per cent in 2017. Māori completion rates were lower at 40 per cent. Reasons for around 20 withdrawals each year have been reviewed and improvements embedded in the new programme.</p> <p>Data is reported monthly for governance and management and highlights areas needing attention. Learner progress is tracked closely and within the parameters of the programme cohort.</p> |
| Conclusion: | Gaps in self-assessment limit an understanding of performance and improvement opportunities. Disparities in Māori and Pasifika learner achievement have not been identified. This is a key gap given high enrolments. |

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

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

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| Performance: | Good |
| Self-assessment: | Marginal |
| Findings and supporting evidence: | <p>Attrition rates vary between 30 and 50 per cent. However, for learners who do complete their study at VisionWest, outcomes are transformative. Foundation-level learners interviewed for the EER shared their stories of transformation, as confirmed through staff and stakeholder interviews. For these priority learners, the impact and difference that studying makes for them at VisionWest is significant. They have developed mana and pride, maturity, motivation, direction and clear pathway goals. Previously, they were unmotivated and idle, and some were involved in drugs and crime. Learners marvelled at how much they had learnt in a short time. They described the pride and satisfaction that this has meant for their whānau.</p> <p>VisionWest has also supported 79 per cent of rangatahi into employment or training through a Ministry of Social Development pilot.</p> <p>The PTE collects minimal outcomes information for graduates of its NZQA-approved foundation programmes. At the last EER, it was noted that graduate wellbeing and destination tracking was undertaken. Some high-level destination information is anecdotally captured but there is no systematic process to engage past learners, their whānau, employers or other providers.</p> <p>For the Adult Literacy and Numeracy Education programme, there has been an intention since 2016 to survey graduates three to six months post-completion to capture information on value. This is planned for 2019. The last EER recommended the engagement of graduates to determine longer-term benefits of the programme. The facilitator recently introduced self-reflection after each block of learning. This is contributing information to understand the impact of learning, its contribution to changed knowledge and practice, and potential areas for improvement.</p> |
| Conclusion: | Learners' stories of change demonstrate transformative learner outcomes. The PTE collects minimal outcomes data. This limits an understanding of the range and extent of outcomes attained. |

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

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| Performance: | Good |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>VisionWest has embedded a robust three-stage moderation process to ensure the validity of assessment. This is affirmed by positive external moderation outcomes conducted by NZQA and relevant industry training organisations during the EER period.</p> <p>Programme curricula are up to date and contextually relevant. In 2018 the PTE established strong industry partner advisory panels to support programme currency and relevance. It has solid processes for connecting and being current with industry. Programmes have been effectively reviewed and improved. Design of the NZCALNE programme has focused on effective learner engagement and retention using input from learners and stakeholders. Stakeholders interviewed identified VisionWest as a preferred provider of this qualification. In 2018, 100 per cent of learners surveyed affirmed the relevance of programme content.</p> <p>The Adult Literacy and Numeracy Education programme has not met TEC enrolment targets since 2017. In 2019, the TEC's late confirmation of funding delayed learner recruitment. It is unlikely 2019 targets will be met. Staff have secured new enrolments, but for some time have needed organisational marketing support. VisionWest is about to resource a recruiter to support this need.</p> <p>There are a couple of areas for VisionWest to review to ensure alignment to programme approval requirements. The NZCALNE approval document identifies use of an online learning platform. While a need for the platform was identified in 2017, it is not yet in place. The building programme approval document requires 30 learning hours per week. Learners are on site 30 hours, but their programme learning hours are stated as 25 hours. Lunch breaks tend to involve some form of tutor engagement, though this is not formally aligned to required learning hours.</p> |
| Conclusion: | Programmes are relevant and up to date, supported by solid industry connections and needs analysis. Some improvements have been identified to better match stakeholder needs. |

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

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|-----------------------------------|---|
| Performance: | Good |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>Learners are supported with a well-balanced mix of theoretical and practical learning, useful assessment feedback, and a short marking turnaround. Foundation learners are supported to track their own unit standard progression and have weekly one-to-one review sessions with staff. The facilitator and academic manager review the progress of NZCALNE learners every one-two weeks.</p> <p>The PTE is highly responsive to individual learner needs. Needs identification is supported by close attendance tracking and staff assessment of wellbeing and happiness. Learner feedback processes are well established, though the PTE does not feed back to learners about analysis and use of their feedback.</p> <p>All learners have access to VisionWest services including the foodbank, budgeting, healthcare checks, counselling, mentoring and youth groups. Principles of aroha and whanaungatanga inform the way staff engage and care for learners. Staff are culturally competent and responsive and ensure a safe and relevant learning environment.</p> <p>Since starting in 2017, the NZCALNE facilitator has increased the frequency and proactivity of learner engagement and is focused on personalising relationships with each learner, mindful that this is a distance programme. Face-to-face workshops as an addition to the curriculum have been run for learners in different locations. Learner survey feedback in 2017 and 2018 identified 100 per cent satisfaction with the support provided.</p> <p>The PTE has identified a potential need for increased resources to support staff in their pastoral care and to increase retention. The extent of this need, and strength of performance, could be better understood if the PTE identified its own expectations and targets for learner achievement and success. There has also been no analysis of disparities in achievement.</p> |
| Conclusion: | Learners receive strong, individualised pastoral care and academic support. The strength of performance could be better understood alongside internal targets and better data analysis. |

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

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| Performance: | Good |
| Self-assessment: | Marginal |
| Findings and supporting evidence: | <p>Organisational values of aroha, manākitanga, whanaungatanga and mana have been deliberately embedded as part of the organisation's commitment to a kaupapa Māori agenda and are strongly seen in the care, valuing and engagement of staff and learners. The purpose and direction of the PTE in providing community-based learning is clear. The PTE has connected and made itself visible to local industry and business networks to support opportunities for learners. Management has actively sought and successfully obtained a new government contract to contribute to the PTE's viability.</p> <p>Staff recruitment and development is tailored to match learners' needs, and to ensure teachers are able to model organisational values, as is the performance management or termination of staff where the tutor is unsuitable.</p> <p>Resourcing seems appropriate, though some planned initiatives have taken time to eventuate. An organisational review of data systems included the PTE's data review project undertaken in late 2018. This identified the need to enhance the functionality of the student management system.</p> <p>Tutors and the academic manager closely track individual learner progress. Management reports on achievement each month. However, there is no comprehensive analysis or understanding of data and trends. As such, data is not used as effectively as it could be to guide direction and opportunities for improvement.</p> <p>Rather than identifying its own completion targets to aim for and measure progress, the PTE uses TEC minimum requirements as its benchmark. Progress to TEC targets is closely reviewed. A traffic light system alerts governance and management to how well the PTE is doing.</p> |
| Conclusion: | Organisational purpose, direction and values are clear and established. Staff recruitment and development is learner-centred. Data analysis is not comprehensive or fully effective. |

1.6 How effectively are important compliance accountabilities managed?

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| Performance: | Marginal |
| Self-assessment: | Marginal |
| Findings and supporting evidence: | <p>It is not clear that the PTE's management has a comprehensive understanding of key compliance accountabilities and, therefore, that there are clearly defined responsibilities and oversight at an operational level. An example of this was attempts to understand the robustness of reporting of EFTS as part of the PTE's annual NZQA registration form. It was not clear that the basis for EFTS calculations has been correct.</p> <p>A few inconsistencies were found in the adherence to programme approval requirements. As mentioned in 1.3, the online learning platform referred to in NZQA's programme approval of the NZCALNE is not in place. Teaching/learning hours in the building programme are 25 hours per week, rather than the 30 hours specified in the programme approval document (though it is recognised that additional time is provided to engage and support learners).</p> <p>At the same time, the PTE has demonstrated effective management of compliance requirements in other areas, including its processes to ensure effective assessment and moderation; achieving a sufficient result in an NZQA consistency review; and meeting most of the TEC's May 2019 audit requirements. The TEC found that the PTE's overall systems, processes and practices were acceptable, with minor non-conformities – though it is noted that one recommendation from a 2015 TEC audit report had not been completed until 2019.</p> |
| Conclusion: | There is not a coherent and comprehensive understanding and, therefore, management of key compliance accountabilities. Performance is variable. |

Focus Areas

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

2.1 Focus area: Youth Guarantee-funded programmes

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| Performance: | Good |
| Self-assessment: | Marginal |

2.2 Focus area: National and New Zealand Certificates in Adult Numeracy and Literacy Education (Level 5)

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|------------------|-----------------|
| Performance: | Good |
| Self-assessment: | Marginal |

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 VisionWest Community Trust:

- Improve its analysis and review of achievement data, including analysis of Māori and Pasifika learner achievement and reasons for their disparate achievement, and use the information to improve performance.
- Look at potential fit-for-purpose ways to collect information on learner outcomes.
- Review compliance with programme approval requirements and ensure the PTE's management has a clear understanding of all key compliance accountabilities, and that responsibility for their management is clear. Address any gaps identified.
- Check that the correct calculations are being made to identify EFTS for the purposes of NZQA's annual registration form.

Appendix 1

Table 1. Qualification completion data – Youth Guarantee-funded programmes

| Year | 2016 | 2017 | 2018 |
|---|-------|-------|-------|
| Overall | 52.6% | 55.6% | 58.3% |
| TEC commitment is a 50% completion rate | | | |
| Non-Māori/Pasifika | 60% | 50% | 85.7% |
| Māori | 45.5% | 66.7% | 45.5% |
| Pasifika | 40% | 57.1% | 44.4% |

Source: TEC

Table 2. Qualification completion data – level 5 Adult Literacy and Numeracy Education

| Year | 2016 | | 2017 | 2018 |
|----------|-------------|--|-------------|---------------------------|
| Overall | 68% (43/63) | | 51% (29/57) | Learners still completing |
| Māori | 40% (4/10) | | 40% (6/15) | |
| Pasifika | 100% (2/2) | | 44% (4/9) | |

Source: VisionWest

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 fraud²*
- *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.*

² 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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