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External Evaluation and Review Report

Lakeland Learning Company Limited

Date of report: 16 December 2019

About Lakeland Learning Company Limited

Lakeland Learning Company Limited (Lakeland) is an alternative education provider for learners who have left mainstream secondary schooling. All of its four programmes are Youth Guarantee-funded.

Type of organisation:	Private training establishment (PTE)
Location:	44 Totara Street, Taupo
Code of Practice signatory:	No
Number of students:	Domestic: 24 (2016); 63 (2017); 61 (2018); 52 (2019) ¹ Māori: 60 per cent (four of the Māori students also identify as Pasifika; none of the students identify solely as Pasifika) (2019 data) International: nil
Number of staff:	Three full-time equivalents
TEO profile:	See: Lakeland Learning Company Limited on the NZQA website
Last EER outcome:	In February 2016, NZQA was Highly Confident in Lakeland's educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Governance, management and strategy• Youth Guarantee programmes
MoE number:	9522
NZQA reference:	C36744
Dates of EER visit:	22 and 23 October 2019

¹ Rolling intake; 2019 data is from January to August 2019.

Summary of Results

Lakeland's approach to individualised learning is very effective in supporting and engaging second-chance learners. Robust systems are in place to ensure that programmes are relevant and meet the needs of stakeholders. Self-assessment practices are embedded in the organisation and inform decisions.

Highly Confident in educational performance

- Lakeland has high achievement, which outperforms the Youth Guarantee sector median, as well as its own internal achievement target. Positive moderation results underpin achievement. The organisation ensures that second-chance learners are re-engaged in education and training or integrated into the workforce. The inclusive and nurturing environment that Lakeland fosters, and the individualised learning approach, provide learners with confidence and a sense of responsibility for their own learning.

Highly Confident in capability in self-assessment

- Work ethics and soft skills are developed which prepare the learners for employment. Lakeland provides a high level of pastoral care to its learners, and promptly addresses their learning needs. Lakeland benefits from a strong strategic and operational leadership that is clear in its purpose and goal, and also benefits from well-qualified and dedicated tutors.
- Key compliance responsibilities are effectively managed. There is evidence of clear systems and processes in place, and improvements underpinned by effective self-assessment practices. The organisation, celebrating its twenty-fifth year as an alternative education provider, is well-networked and plays an important role in the Taupo community.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Lakeland's achievement for 2016 to 2019 is strong. The PTE's performance data is higher than the Youth Guarantee sector median,³ and meets its internal target of 70 per cent cohort achievement for each tutor. There is evidence of parity in achievement.⁴</p> <p>Learners achieve qualifications, including NCEA, and engage in further studies. Some learners reintegrate into secondary schools, while some progress to tertiary programmes (e.g. hospitality, beauty, tourism).</p> <p>Equally important as the qualifications achieved is the confidence and self-esteem that the second-chance learners gain while at Lakeland. In conjunction with subject knowledge and literacy and numeracy skills, learners improve their time management, communication (face-to-face and phone), and presentation skills. Work ethics and other soft skills are also developed to prepare the learners for employment.</p> <p>Lakeland has an effective system for monitoring and analysing achievement data which does not rely solely on Ngā Kete.⁵ The small size of the organisation allows the director and the two tutors to closely monitor each learner's progress, which is targeted at a minimum of three credits per week to complete the programme on time. Tracking of achievement of Māori learners against non-Māori and against the sector median informs Lakeland about how it performs in terms of parity of achievement.</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ See Appendix 1, Table 1.

⁴ See Appendix 1, Table 2.

⁵ Ngā Kete is the performance database maintained by the Tertiary Education Commission.

	Staff meetings include a discussion about each learner – their progress, any concerns, and a general update – and those needing more attention are identified.
Conclusion:	Achievement is above the Tertiary Education Commission threshold and the organisation’s internal target. Thorough monitoring and analysis of learner progress ensures that any concerns are identified and addressed effectively.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>As an alternative learning provider, Lakeland plays an important role in ensuring that second-chance learners are re-engaged in education and training or integrated into the workforce.⁶ Lakeland has a positive effect on the learners’ wellbeing and on their personal, academic and career enhancement, making them productive members of society. This was confirmed by the learners themselves and the external stakeholders interviewed during the EER.</p> <p>Stakeholders have confidence in the graduates produced by Lakeland, as evidenced by the job offers the learners receive following their work placements. Three out of six work placement students at Wairakei Resort were offered jobs. One student who had a work placement in a fitness facility also has a job waiting for him when he graduates.</p> <p>Lakeland tracks the employment and further training outcomes of the learners over a 12-month period, and data is analysed according to ethnicity and gender. A system for tracking improvement in soft skills, as self-assessed by the learners, helps in ensuring that the targeted skills are improved.</p> <p>The organisation provides an option for students to have other pathways to learning, and this in effect complements what the local high schools offer. Lakeland also contributes to the community by providing additional workers, especially in the</p>

⁶ Learners obtaining positive employment or further training: 89 per cent (2016); 78 per cent (2017); 80 per cent (2018). Source: Lakeland Self-Assessment Summary 2016-2019.

	Taupo tourism sector.
Conclusion:	Lakeland plays a major role in ensuring that learners who do not suit mainstream secondary schooling are given the opportunity to be re-engaged in education and training, and eventually be integrated into the workforce.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>An individual learning plan is developed for each learner upon entry. They have clear target credits each week to complete the programme on time. Tutors work with the learners individually, and there are also opportunities for the learners to work as a group. Literacy and numeracy, research and presentation are some of the components of the programmes. The programme documents clearly align activities with learning outcomes.</p> <p>Moderation of assessment is sound, with the organisation's external moderation mostly garnering positive results. Internal post-assessment moderation happens once a term, when all tutors moderate each assessment as a group. In between, the director also moderates the tutors. Assessment materials are pre-moderated either by the relevant industry training organisation or, when developed internally, by the tutors. Internal pre-assessment moderation could be more structured to ensure that all performance criteria, evidence requirements, range statements and guidance information in the unit standards are considered.</p> <p>An end-of-year review is completed by each tutor and the director. This includes reflections on the programme structure, delivery and content, and are addressed as necessary. Fortnightly, the tutors and director discuss each learner's progress and review the individual learning plans to ensure they remain fit for purpose. A system is also in place to regularly monitor and analyse whether the programme meets the qualification graduate profile outcomes. (Lakeland was given a</p>

	<p>Sufficient rating in its 2018 participation in an NZQA consistency review.)⁷</p> <p>Liaison with stakeholders (i.e. industry and secondary schools) is ongoing and provides input into the continued relevance of the programme.</p>
Conclusion:	Lakeland's programmes are designed and delivered in a way that caters to the needs and circumstances of second-chance learners. Effective, ongoing review ensures the programmes remain relevant.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Lakeland provides a high level of pastoral care to its learners. Many learners have personally challenging circumstances. Lakeland provides an inclusive environment where they can flourish and be supported.</p> <p>The selection and interview process ensures that potential learners are vetted and that they have a good understanding of their responsibilities in their own learning and the expectations of the organisation. There is an induction process where the student handbook and all relevant policies of the organisation are fully explained to learners. The alcohol and drugs policy, prohibiting consumption of alcohol and drugs on site, is signed by the learners.</p> <p>Clearly spelt out in the tutors' job description is their pastoral care responsibility to the learners, and this includes assisting learners with transportation (pick up and drop off). Support is comprehensive and covers academic, non-academic and personal concerns.</p> <p>Attendance is monitored daily, and tutors personally follow up when learners are absent. The individualised learning model makes it easy for the tutors to identify and address learning needs. This sometimes includes being flexible in the delivery</p>

⁷ Consistency review for the New Zealand Certificate in Foundation Skills (Level 1) [Ref 2861].

	<p>mode to continue engaging the students (see 1.6 below).</p> <p>Given the one-to-one teaching, feedback to learners is timely and appropriate. Similarly, the learners inform the tutors if they need support in their learning.</p> <p>Learners interviewed confirm that they are fully engaged in their studies at Lakeland, and they have all the support they need. External stakeholders stated during the on-site visit that the director and tutors have genuine interest in and concern for students and their learning.</p>
Conclusion:	A high level of pastoral care in an inclusive environment is provided to learners. This allows them to be fully engaged in their learning.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Lakeland has clear purpose and direction – its priority is to continue providing a venue for second-chance learners to achieve qualifications and be ready for further studies and/or the workforce. Growth is slow and steady, and there is no immediate plan to expand greatly in size as the individualised learning model is very effective for the target learners.</p> <p>The director, who wears many hats in the organisation as the manager, administrator and tutor, is strong in both strategic and operational management, and is well-networked in the community. A voluntary three-member advisory board, whose members’ backgrounds include secondary/Gateway education, local tourism industry and government compliance, provides valuable input, assists in good practice, and presents opportunities for Lakeland. The board formally meets twice a year when the director reports on student demographics, student numbers, performance and future plans. Informal ad hoc meetings are more frequent.</p> <p>Tutors have relevant qualifications. There are opportunities for relevant professional development, i.e. a workshop on self-harm, a Youth Guarantee provider workshop. The new tutor underwent a robust induction which prepared her for the role. Because of</p>

	<p>the size of the organisation, which is made up of the director and the two tutors only, discussions happen organically and informally. A formal staff meeting happens every fortnight where the progress of each student is discussed, along with any organisational or compliance updates.</p> <p>For the purpose of business continuity, the director has put in place comprehensive and clear systems for the staff to follow. The quality management system is reviewed annually to ensure it reflects practice. The annual reports and business plan sighted support evidence of a sustainable business model.</p>
Conclusion:	Lakeland has effective governance and management which contributes highly to its educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The director is involved in the day-to-day operations of Lakeland, and this is key to the effective oversight of its compliance responsibilities. A compliance calendar is maintained to ensure all required submissions are done in a timely manner, such as credit reporting and NZQA annual attestations.</p> <p>Relevant NZQA approval is sought before any changes, e.g. change of ownership, change of permanent site, programme change. The director and tutors monitor unit standard versions to ensure their delivery and materials are correct.</p> <p>Compliance is discussed with the advisory board, both during the formal bi-annual meeting and in informal discussions. One of the advisory board members has a strong government compliance background, and Lakeland benefits from this through regular updates and advice.</p> <p>Health and safety requirements are well-covered; and the Privacy Act and other relevant legislation are considered in the PTE's operations.</p> <p>The programme is delivered as per its approved learning hours. Lakeland may need to consider making the programme delivery mode – currently approved as face to face – more flexible to</p>

	accommodate student needs or circumstances.
Conclusion:	Lakeland has effective systems in place to ensure that compliance responsibilities are managed well.

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

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Youth Guarantee programmes

Performance:	Excellent
Self-assessment:	Excellent

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 Lakeland Learning Company Limited:

- Structure internal pre-moderation to ensure that all performance criteria, evidence requirements, range statements and guidance information in the unit standards are considered.
- Review and consider the approved programme delivery mode to ensure that it is flexible enough to cater to the various needs or circumstances of the learners.

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. Lakeland achievement data compared with sector median

Year	Lakeland qual completion	Youth Guarantee sector median – qual completion	Lakeland course completion	Youth Guarantee sector median – course completion
2016	83%	64%	94%	77%
2017	90%	62%	86%	73%
2018	80.8%	54.7%	87.7%	65.7%

Source: TEC Educational Performance Indicator data

Table 2. Comparative achievement data for Lakeland Māori and non-Māori learners

Four year average (2015-18)	Māori learners	Non-Māori learners
Course completion	87.9%	90.5%
Qualification completion	83.3%	83%
Student progression	52.2%	51.8%

Source: Lakeland Self-Assessment Summary 2016-2019

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 fraud⁸*
- *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.*

⁸ 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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