

Report of External Evaluation and Review

Land Based Training Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 24 November 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:	Land Based Training Limited
Type:	Private training establishment (PTE)
First registered:	31 March 1997
Location:	191 St Hill Street, Whanganui (Head Office)
Delivery sites:	Programmes are delivered at a range of sites across the lower North Island, as well as Waikato and north of Auckland.
Courses currently delivered:	<ul style="list-style-type: none">• National Certificate in Employment Skills (Level 1)• National Certificate in Agriculture (Level 2)• Land Based Training Certificate in Agriculture (Level 3)• Land Based Training Certificate in Agriculture (Level 3) with strands in Dairy and Sheep/Beef• National Certificate in Agriculture (Level 4)
Code of Practice signatory:	Yes
Number of students:	Domestic (2015) – Student Achievement Component (SAC), 83 EFTS (equivalent full-time students); Youth Guarantee, 42 EFTS; Training for Work, 579 Places, SAC Level 1 & Level 2, 58 EFTS, Intensive Literacy and Numeracy (ILN) 198 Places

Māori, 44 per cent; Pasifika, 3 per cent; 25 years and under, 41 per cent; over 25 years, 59 per cent; female, 44 per cent; male, 56 per cent

International: nil

Number of staff:	30 full-time, 17 part-time
Scope of active accreditation:	<ul style="list-style-type: none">• Land Based Training Certificate in Agriculture (Level 3)• National Certificate in Agriculture (Level 4)• New Zealand Certificate in Agriculture (Level 4)• Land Based Training Certificate in Agriculture with strands in Dairy and Sheep/Beef (Level 3)• National Certificate in Horticulture (Introductory) (Level 2)• New Zealand Certificate in Primary Industry Skills (Level 2)• National Certificate in Basic Residential Property Maintenance (Level 2)
Recent significant changes:	<p>New programme approvals (2014):</p> <ul style="list-style-type: none">• New Zealand Certificate in Primary Industry Skills (Level 2)• New Zealand Certificate in Agriculture (Level 4) (Type 2 change)• National Certificate in Horticulture (Level 2)• National Certificate in Basic Residential Property Maintenance (Level 2)
Previous quality assurance history:	<p>The outcome of Land Based Training's previous external evaluation and review (EER), conducted in May 2011, was Highly Confident for both educational performance and capability in self-assessment.</p> <p>Land Based Training has a good record of external moderation with all of the 12 standard-setting bodies it is required to engage with. The organisation met four out of five assessments</p>

moderated by NZQA in 2014. The improvement plan for the unit standard not met was submitted, showing how it will address the issues identified.

2. Scope of external evaluation and review

The following were selected in agreement with Land Based Training as focus areas for the EER.

Mandatory focus areas:

- Governance, management and strategy
- Māori achievement
- Pasifika achievement

Selected focus areas:

- Land Based Training Certificate in Agriculture (Level 3)

This programme was selected because it is a high-level programme which aims to provide agricultural skills and knowledge for people to work in a partly supervised capacity in agricultural employment. The course embeds the National Certificate in Agriculture (Level 2), as well as completing the level 3 in Agriculture with strands in Sheep/Beef and Dairy.

Graduates have extensive skills and knowledge in agriculture to enable them to move into roles in agricultural employment, or further their education by moving on to the level 4 New Zealand Certificate in Agriculture.

- Youth Guarantee – Mixed farm Skills with NCEA (Level 2)

This programme is a core training focus for Land Based Training. It is an introductory programme for young people funded under the Tertiary Education Commission, who want a career and employment in agriculture.

Land Based Training delivers Youth Guarantee throughout the North Island with sites in Warkworth, Palmerston North, Cambridge and Marton.

- Intensive Literacy and Numeracy

This programme was selected because improving people's literacy, numeracy and communication skills as well as life skills is a key focus. This programme is delivered at the Manawatu, Whanganui, Marton, Masterton and Hawkes Bay sites, with 198 learners funded per year. Most sites have around 10 active clients per intake who are either referred to training by a local Work and Income case manager or by course programme staff within Land Based Training, or word of mouth regardless

- Training for Work

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This programme, funded by the Ministry of Social Development, has a large number of clients enrolled. Land Based Training has a contract for 579 places from July 2014 to the end of the funded period, 31 July 2015. Outcomes are measured as the percentage of trainees placed into employment or higher education and again at 182 days after the initial start date.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The EER was conducted over three days by a team of two evaluators. The EER team met with the Land Based Training management team, comprising the managing director, operations manager, and the academic and compliance manager at the head office in Whanganui, along with one other owner/director.

The team also met with staff, employers and learners for all programmes (i.e. Youth Guarantee, Land Based Training Certificate in Agriculture, Training for Work and Intensive Literacy and Numeracy) at the Pioneer Highway and Princess Street sites in Palmerston North, followed by a visit to a dairy farm to interview a farm sponsor and learners on work experience. The third day was spent talking with learners, tutors, a Te Ati Hau trust board member and farm sponsors at the Awhiwhenua Farm in Ohakune. The EER team returned to the head office for further document review and summary presentation of the visit to the management team.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Land Based Training Limited**.

Land Based Training learners are achieving consistently highly across a range of programmes. The main focus is the provision of training for the agriculture sector, and the PTE has overseen very good outcomes for both the Youth Guarantee and SAC-funded programmes over a number of years. The SAC-funded programmes are performing well above the targets set by the funding bodies, and there is a consistently high rate of employment in the sector. This level of achievement is seen across Māori and non-Māori learners, with similar results for all ethnic groups, indicating that Land Based Training is capable of meeting a range of learners' needs. In addition, the marae agricultural training initiatives have created further opportunities for rural Māori and youth to undertake training in an environment aligned to iwi and their needs.

Overall, Youth Guarantee outcomes are only just meeting the targets for 2014. However, Land Based Training offers Youth Guarantee learners further value, with many achieving NCEA Level 2 as well as a level 2 agriculture qualification. The graduate outcomes recorded by the organisation also show that Land Based Training is helping these learners into employment, although this is not an outcome required by the funding body.

Training for Work outcomes are also at or above the 64 per cent employment target and 182 days after completion set by the Ministry of Social Development. The organisation provides further value by offering career-related unit standards, such as personal presentation, to enhance learners' CVs and assist their progression into the workforce or further education. Intensive Literacy and Numeracy has achieved its requirement to provide an average of 100 hours across all sites to learners, and is increasing literacy and numeracy competency for 80 per cent of learners. However, monitoring of results is not as clear at the individual level to determine the impact of the programme and how many learners achieve their personal goals.

Learner feedback from surveys and interviews provides evidence that Land Based Training has created a safe, supportive environment for its learners and staff which is conducive to learning. The management team supports staff with the relevant resources, and the low staff turnover is an indicator that staff feel valued. Learners were highly positive about the tutors' non-judgemental attitudes and the one-to-one support provided. This is particularly important for many of Land Based Training learners who may have disengaged from formal education at a young age and have family or personal issues that can interfere with their learning.

Land Based Training is well managed, with strong guidance and support provided by the management team. Key decisions are made at board level using evidence on performance to ensure that learners' and the sector's needs are met. The board is monitoring achievement of goals at a high level, but also understands thoroughly how well it is performing across sites and programmes through regular operation manager updates. A recent opportunity to deliver training in Botswana, Africa (on behalf of MFAT) is a result of the work the organisation puts into ensuring programmes are relevant and that staff are qualified to teach. Overall, Land Based Training is a strong organisation with a clear direction and understanding of the sector and what it can do for its students.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Land Based Training Limited**.

Land Based Training has established a comprehensive self-assessment system which covers the most important activities for review and identifying improvements. The learners' outcomes are closely monitored by management using regular reporting from staff, and reviewed by management to identify issues early on to address.

Feedback from stakeholders contributes to the ongoing review of programme content and resources, and formal programme reviews occur annually. Formal learner survey responses and face-to-face feedback are used to gauge the success of teaching activities and learner satisfaction with the programmes. The organisation also gains feedback from stakeholders, such as farm sponsors and employers, formally and informally, as well as using feedback from annual sector/funding stream advisory group meetings.

The organisation has weekly monitoring against set targets at the various sites for each programme based on funding streams, which are broken down for easier monitoring of performance across each site and for each programme for comparison. Where there are performance improvements identified, staff have the opportunity to share best practice at monthly teleconferences or using the organisation's intranet to help maintain consistency and improve performance.

Land Based Training supports its staff to carry out self-assessment activities at annual staff conferences, where key evaluation questions are used to review each programme, and staff feedback is encouraged. Information is shared at regular management site visits to gather staff feedback about programmes and to provide information about changes to programmes. These activities are contributing to a sense of an embedded culture of evaluation within the organisation.

Land Based Training is focused on the learner but is also aware of the need to ensure it is delivering programmes that meet Tertiary Education Commission (TEC) requirements. The organisation is managing the balance well and shows a high-level understanding of stakeholder needs in relation to providing desired outcomes

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to the farming sector and the local communities it serves. By further enhancing its outcomes-focused approach to self-assessment, Land Based Training would enhance its system with a focus on how well activities work to improve outcomes for learners and not just monitoring achievement against funding targets.

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**.

Land Based Training is either at or exceeding its targets across a range of programmes at different levels and for different funding strands. For example, the 2014 outcomes for learners enrolled in the level 3 Land Based Training Certificate in Agriculture programme were 92 per cent for course completion. Qualification achievement was also 92 per cent. This is a very good outcome as it indicates that Land Based Training is able to engage young people in training long enough to achieve qualifications.

In particular, the outcomes for the programmes reviewed at Awhiwhenua and Palmerston North were 88 per cent and 96 per cent respectively. Fifty-six per cent of the level 3 (year one) Awhiwhenua learners progressed to level 3 (year two), which is a good outcome as the level 3 programme funding has restrictions on how many can progress. The rate of progression for the Palmerston North learners was 47 per cent. This demonstrates that the organisation is producing significantly positive results for a group of learners that are difficult to engage and retain in training due to their academic history and transient nature.

Table 1 compares achievement across the two sites and overall achievement for the level 3 SAC-funded programmes in 2014, which were slightly up from 2013. Awhiwhenua learners enrol in the Sheep/Beef strand, while the Palmerston North learners enrol in the Dairy strand. Year 1 and 2 of both courses combine level 2 and 3 components over two years to enable learners to gain more practical experience before they make the transition to level 4. Learners need to be employed full-time in the sector to enrol in level 4.

Table 1. SAC-funded programme outcomes for Land Based Training Certificate in Agriculture (Level 3), 2014

2014 Year	All learners		Awhiwhenua % and no. learners (Sheep/Beef)		Palmerston North % and no. learners (Dairy)		Māori (39% of overall learners)
	Qual. ach.	Emp.	Qual. ach.	Emp.	Qual. ach.	Emp.	Qual. ach.
Year 1	92%; 89	81%	88%; 8	79%	96%; 18	56% all levels	87%
Year 2			86%; 7	75%	94%; 9		

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

There is also high success for Māori. However, this is skewed as the percentages do not reflect the lower number of learners, and therefore Maori, enrolled in programmes (see Table 1). This is an area where Land Based Training is working constructively with iwi around the North Island to increase participation. Employment outcomes for Māori were not available for all courses, but the Awhiwhenua Māori learner employment outcomes were 100 per cent (6/6) for 2014. The reason for the high success is that many find work on iwi land, contributing to the sustainability outcomes of the Te Ati Hau trust.

Youth Guarantee agricultural programme results show a high rate of achievement for a group of learners who typically come from a range of difficult backgrounds and may not have completed a formal qualification before. The young learners interviewed are transient and some have a criminal history. Table 2 shows how well the organisation is improving outcomes for these learners.

Table 2. Youth Guarantee outcomes, 2013-2015

Year (no. enrolled)	Qualification achievement	Course completion	Progression	Employment	Māori qualification achievement (28% of total learners)
2013 35 EFTS (43)	64%	75%	N/a	N/a	N/a
2014 45 EFTS enrolled (66)	62%	65%	30%	33%	N/a
2015 (to date) 43 EFTS (57)	65%	66%	35%	N/a	65% to date

Land Based Training's target is 65 per cent of learners completing the course with 114 credits. The Youth Guarantee programme is designed to achieve the National Certificate in Agriculture Level 2 and the National Certificate in Employment Skills Level 1. Table 2 shows slight improvement over the past three years and, although 2015 figures show results are only just above the targets set by the TEC, this is still a respectable outcome given the nature of the programme's learners. Land Based Training is not required to measure employment outcomes but does so through ongoing follow-up with employers to show that the learners are achieving sustainable outcomes from the learning.

The Intensive Literacy and Numeracy programme is funded by the Tertiary Education Commission and is funded based on 100 hours delivered to individual learners each week. Land Based Training has delivered an average of 91 hours per learner to date for 2015 and is on track to achieve the 100 hours target.

The overall average gains in literacy and numeracy show that Land Based Training has been successful for the previous three years (2012-2014), which has resulted in the Tertiary Education Commission funding an additional 75 places. The gains are assessed using the TEC online literacy assessment tool. Table 3 shows the *Final Report*

percentage of learners who have made improvements in one or more areas since they enrolled in the Intensive Literacy and Numeracy programme.

Table 3. Percentage of learners making literacy and numeracy gains, 2012-2014

	2012	2013	2014
Literacy	72%	93%	73%
Numeracy	83%	91%	81%

In 2015, the majority of Land Based Training’s sites have achieved the target of 80 per cent of students on average making a gain in literacy and numeracy, with some learners moving up two steps in one or both. However, there are two sites that are well below this target. Work is being done to improve the literacy and numeracy gains across all sites through sharing good practice at monthly tutor group teleconferences.

The Intensive Literacy and Numeracy programme also provides learners for the Training for Work employment programme, delivered at several sites across the North Island. Training for Work has had successful outcomes for learners. The results collated for each site show that overall the organisation is achieving the goals for course completion and is on track to attain the employment outcomes required to meet funding targets. The breakdown of results by the sites used by the organisation to monitor how well it is doing shows that the Palmerston North site has already achieved 69 per cent of learners gaining employment or progressing to further education, with 80 per cent of learners completing their programme. The programme runs from the beginning of July each year to the end of June the following year, and final results for the 182-day outcomes target are gathered after that date.

Currently, 3 per cent of Land Based Training learners are identified as Pasifika. The organisation did not provide any information on the outcomes for these learners to determine how well they are succeeding in comparison with other groups of learners. The small number of Pasifika learners does not affect the quality of the overall learner analysis.

Land Based Training management is successfully covering the key areas to monitor achievement. Self-assessment plans show the organisation is monitoring learner achievements against targets for all funded programmes. Each site supplies performance information about each programme to the head office weekly for review and to identify where any improvements could be made using internal benchmarks. For a large organisation, Land Based Training is readily able to analyse the data to help identify issues and address them early.

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**.

The value of the programme differs from course to course. However, the underlying key valued outcome for all programmes is the transformation learners undergo as a result of completing a course and gaining employment, which is of high benefit to both their families and the communities the learners live and work in. Many of the learners are completing qualifications for the first time and have personal issues to overcome to complete the training.

The level 3 Agriculture programme is highly relevant to local employers because they take on learners for work experience during years 1 and 2, providing practical training alongside the theory. This gives employers trained workers at the end of the programme. Land Based Training understands sector needs and maintains a close relationship with work experience employers, or 'farm sponsors', to ensure that learners' skills and knowledge continue to be of value. Learners are also drug-tested to provide assurance to employers that they are willing and able to work, as well as meeting health and safety requirements.

Learners are gaining the required skills and knowledge to work safely in a farming environment and learning how to operate basic farm machinery and equipment correctly. This has contributed to the high employment outcomes at the end of the course, with 81 per cent of all learners who graduated in 2014 employed within the farming sector.

Youth Guarantee is achieving valuable outcomes, with not only 63 per cent of learners achieving a level 2 qualification in 2014, but also many of those who missed the opportunity previously, achieving NCEA Level 2. Of the 30 per cent who completed their training with Land Based Training in 2014, 76 per cent are now employed in the sector. Another 30 per cent are enrolled in further education.

Intensive Literacy and Numeracy has produced equally positive results, with learners gaining confidence to enter into employment or further training. Learners also gained computer literacy skills, which has helped them when they have gone on to enrol in the Training for Work programme.

Training for Work gives learners useful skills to find employment, such as interview training and advice on preparing CVs, which one employer the EER team spoke to felt was a key point of difference. Feedback from employers also noted that learners developed an understanding of good work practices such as turning up on time and being well-presented.

In addition, Land Based Training assesses learners against employment-related unit standards, which has lately been funded as part of the programme.

This additional training enhances learners' CVs. The accounts of successful employment gathered by the staff show the various opportunities that are available to learners once they attend the Training for Work course with Land Based Training.

Land Based Training has gathered evidence of employment outcomes for all of its programmes to demonstrate their value. It is looking at ways to capture the soft skills learners develop. There are systems in place to capture differences in outcomes and to share good practices.

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**.

Programme content and activities are suitable for the learners' needs and match the skills required by employers and funding bodies. This is seen in the extensive documented consultation with advisory groups, consisting of employers, industry representatives and tutors, as well as feedback from a wide range of employers and learners as part of the organisation's annual review.

The Land Based Training Certificate in Agriculture course materials are reviewed annually to check that the learners are taught the relevant skills and knowledge to work in the sector and to ensure that the assessment materials are up to date.

The programme is well designed, with the delivery of theory and practice timed to seasonal activities. Learners are taught the basics in farming theory, then get to put the theory into practice during work experience or practical classes held on a Land Based Training co-managed farm, or with farm sponsors. Learners with a drivers licence have an option to undertake an assessment in tractors, which is useful if they go on to do a level 4 Agriculture qualification.

Land Based Training has developed its own workbooks which are used in conjunction with the individual learner's 'Record book', which is used to check that the learner is completing assignments and achieving the required unit standards.

The delivery of the programme on local marae for Te Rua O Te Moko and Awhiwhenua matches the needs of iwi, hapū, whānau and learners. The Awhiwhenua programme is closely aligned to the needs of the local Te Ati Hau trust board which governs the Awhiwhenua programme. The trust and Atihau Incorporation requires the training to develop potential leaders from within the iwi who can manage long-term, sustainable farming practices on the iwi's land.

Youth Guarantee learners follow their progress also using a Task Record Book containing a record of achievement. The learners reported to the EER team that this was a good way to help them understand what they needed to learn.

The programme provides literacy and numeracy training alongside the basic agriculture skills and knowledge.

Intensive Literacy and Numeracy learners are assessed at the start of the programme using the TEC online literacy and numeracy tool. A similar Record Book initiative may be useful for Intensive Literacy and Numeracy learners to monitor individual activities and progress towards goals. Currently, learners use an individual learning plan developed from an initial needs assessment of literacy and numeracy levels at enrolment to provide guidance and enable the learners to pace themselves according to their needs. The programme's individualised nature is providing learners with appropriate and relevant training and support. A course was recently held at a church to provide literacy and numeracy training for local Pasifika. This model will be used for further training to meet the growing Pasifika population in the Rangitikei region.

The positive employment outcomes provide assurance that the Training for Work programme is meeting the needs of learners to gain employment through the provision of individualised training and assessment. The primary aim of the programme is to achieve employment outcomes, and the programme reflects this need, with staff operating as employment coaches rather than tutors. The employment coaches in each region liaise directly with the learners and their Work and Income case managers to identify employment goals. The employment coaches identify learners' current skills and develop a job-seeking plan to match, which helps them find voluntary or paid employment. Computers are available to search for jobs and to write CVs.

A tutor is on site three to five days a week to assess learners undertaking unit standards, and these are reported back to the head office weekly. The learners each have a Red Book with the learners' training plan, which is used to help learners and the staff keep track of job-seeking activities and unit standards. Employers interviewed said the learners were well prepared at interviews and that they had very good support from the employment coaches to help the learner transition into work.

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**.

Land Based Training supports staff training with a set budget to cover annual upskilling and development, such as funding to achieve the National Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5) for all foundation tutors. The organisation also holds an annual professional development day where staff come together to review the self-assessment activities and receive updates on performance against targets. Another key factor contributing to

teaching excellence is the staff recruitment process, which prioritises employing people with sector experience and capability to relate well to the learners.

The ability of the tutors to use their knowledge and experience to motivate and engage the learners is evident across all the programmes reviewed. This is due to the time tutors are given to provide one-to-one support and gain professional development training, as well as the range of teaching resources available.

An intranet has been developed for sharing lesson plans and assessment resources for tutors teaching the same programme at different sites. This helps with maintaining programme consistency across the sites. The programmes are reviewed annually by the tutors who deliver the programmes. Ongoing monthly telephone conferences between tutors from the same discipline are used to share ideas, review results and discuss best practice.

Tutors use their own resources to enhance the teaching content. Moderation of assessment materials and assessor judgements is conducted at tutor level annually and centrally coordinated at head office. The results show that Land Based Training can be confident in the validity of its assessments and the tutors' assessment decisions, with nearly all assessment moderation with NZQA and industry training organisations over a number of years being compliant. Where the organisation did not meet the requirements for one unit standard managed by NZQA, it was able to provide evidence of how it is addressing the issue before the resubmission date of September 2015. Tutors assessing the Certificate in Agriculture use the Primary Industry Training Organisation's pre-moderated assessment materials. The latest industry training organisation moderation visit report, dated October 2014, commented positively on the comprehensiveness of Land Based Training's moderation processes and the quality of tutors' assessments.

The Youth Guarantee tutors have a strong relationship with their learners through building trust and motivation for learners to attend the course. This is an important factor in learner achievement, particularly when the learners are mainly young and from disadvantaged backgrounds, and had previously disengaged from formal schooling. The tutors provide information in an effective way that learners can understand. Learners interviewed commented on the way in which the tutors listened to them and gave them individual support to help understand the learning material.

Intensive Literacy and Numeracy tutors use a range of resources, such as games, group activities and computers, as well as one-to-one support to enhance the learning experience. This is helping with the improvement in literacy and numeracy outcomes, including learners' confidence in communicating. The learners use a self-assessment of their learning during the course which helps them understand their learning needs, and the self-assessments are reviewed regularly by the tutors to identify further learning needs. The formal assessment of literacy and numeracy helps with gathering evidence of learners' improvement while on the course.

The effectiveness of the Training for Work employment coaches is determined by employment outcomes, as this is the driver for receiving payment from the Ministry of Social Development. Learners' achievement of employment is supported by the help and guidance received from their coaches in identifying employment goals and finding work.

Overall, teaching effectiveness is clearly demonstrated through the ongoing monitoring of weekly results for all programmes across all sites. Learner feedback at entry, mid-year and at the end of the course is also reviewed against results to check tutor performance.

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**.

Land Based Training provides holistic learner support. This is evident in the transporting of learners to attend classes, and the pastoral care that is available at the sites to help learners with any personal issues that may be barriers to their completing their course.

Tutors demonstrated a respect towards their learners, and an understanding of the needs of Māori, with tikanga principles in place and the appropriate use of Te Reo. This is coupled with a safe environment where aggressive behaviour is not tolerated and learners are taught to treat each other with respect. Often learners have not had a good experience at school, and the organisation helps them to re-engage with learning through a supportive and non-judgemental learning environment.

All programmes have systems in place for identifying learning needs based on pre-enrolment information and entry interviews, which are used to tailor individual learning plans. These are monitored throughout the programme. Additional support is available to help learners with any issues outside of the classroom. The Training for Work coaches are adept at helping their learners navigate the requirements of Work and Income to ensure they are supported financially and have the resources to attend.

The organisation conducts regular reviews of support services using learner feedback at mid-year and the end of the year. Improvements are made to support all learners on an ongoing basis, although a formal review of learner support initiatives across programmes or individual sites could be conducted to identify what is working to lift learner achievement across the organisation. However, the EER team heard only positive comments from learners about the staff at Land Based Training and the support they received.

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**.

The strategic direction of the organisation is clearly stated, and evidence that the high-level goals are being achieved is documented in the organisation's investment plan. The board includes the managing director and one other director who have industry and educational expertise. The board responds well to changes in the funding environment and regional needs with resources and new initiatives as required.

The management team based in Whanganui is made up of the managing director, director, operations manager, and the academic and compliance manager. Land Based Training's managing director is hands-on in the sector through farm consultancy work and knowledge of the educational environment. This helps to maintain strong relationships with the sector and identify training needs and support for learners and farm sponsors. The operations manager is responsible for overseeing recruitment and funding streams and spends a lot of time on site talking with tutors and field officers about the learners to ensure that the smooth delivery of training and support is sustained.

The academic and compliance manager, responsible for the management of quality systems, has established a comprehensive annual self-assessment plan that staff report to. Key evaluation questions are reviewed at annual meetings at which programme staff analyse programme results and make suggestions for improvements. This has helped to embed self-assessment activities within the organisation since it formalised the system in 2009.

Land Based Training has centralised management and administration services to better support its staff and learners. The low staff turnover rate (less than 10 per cent) is indicative of the level of support tutors have to carry out their roles, along with the high staff satisfaction rates and long-term staff retention.

Communication throughout the organisation is contributing to successful learner achievement. Good communication channels help management to identify areas of weakness and provide a suitable response. The staff communicate to management weekly on performance towards targets and share ideas among themselves during monthly staff programme cluster teleconferences. The management team reports quarterly to the board on short-term and long-term goals to enable monitoring towards achieving them. Overall, the system is well-managed and is targeting the appropriate areas.

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: Land Based Training Certificate in Agriculture (Level 3)

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: Intensive Literacy and Numeracy

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

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

2.4 Focus area: Youth Guarantee – Mixed Farm Skills

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

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

2.5 Focus area: Training for Work

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

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

2.6 Focus area: Māori achievement

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

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

2.7 Focus area: Pasifika Achievement

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

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

Currently, the small number of Pasifika learners enrolled means that the organisation is able to identify and resolve any issues with these learners. Land Based Training has a strategy to increase Pasifika participation and is in the early stages of implementing this. There is scope to involve more Pasifika and analyse the outcomes for this group of learners across all of the programmes the organisation offers.

Recommendations

NZQA recommends that Land Based Training Limited:

- Strengthen its outcomes-focused approach to self-assessment, to ensure the self-assessment activities focus on how well initiatives lead to improved outcomes.
- Consider developing a record book for Intensive Literacy and Numeracy learners to monitor individual activities and progress towards goals, already used with the other programmes.
- Similarly, develop better monitoring for Training for Work personal outcomes, as well as employment results.
- Conduct analysis of Pasifika outcomes data to better identify whether the organisation is meeting the needs of this group of learners.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

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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