



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

National Council of YMCAs of New
Zealand

Date of report: 26 January 2024

About National Council of YMCAs of New Zealand

The National Council of YMCAs of New Zealand (Y-Education) provides education and support for foundation learners. These are primarily vocational education programmes aimed at developing the skills, knowledge and confidence of young people.

Type of organisation:	Private training establishment (PTE)
Location:	Level 3, 191 Thorndon Quay, Wellington
Eligible to enrol intl students:	No
Number of students:	Domestic: 230 in Youth Guarantee programmes (2022) 175 in literacy/numeracy and community programmes (2022) Approximately 50 per cent of students are Māori and 2 per cent Pasifika 44 per cent identify as having a disability (2022) International: nil
Number of staff:	26 full-time; 25 part-time
TEO profile:	See Y-Education on the NZQA website. The YMCA operates a federal model, comprising nine regional associations as independent bodies. Collectively, the associations form the National Council of YMCAs. The PTE is owned and governed by the National Council, and four of the regional associations have an approved sub-contract arrangement to deliver programmes for the PTE.
Last EER outcome:	The 2019 external evaluation and review (EER) of Y-Education resulted in summative judgements of Confident in educational

performance and Confident in capability in self-assessment.

Scope of evaluation:

The current EER looked at the following focus areas:

- Youth Guarantee programmes – which include:
 - Skills for You (Te Papa Ako Toi) (Level 1) [121592-3] (leads to New Zealand Certificate in Foundation Skills (Level 1 – ref 2861-2)
 - Ready2Work (Kia rite mo te mahi) (Level 2) [124028-3] (leads to New Zealand Certificate in Foundation Skills (Level 2 – ref 2862-1); also credits towards NCEA Level 2
- Intensive Literacy and Numeracy

MoE number:

9388

NZQA reference:

C55171

Dates of EER visit:

28-30 November 2023

Summary of results

There is clear and comprehensive evidence that Y-Education is providing quality education and training leading to positive outcomes for its students, their families and the community.

Highly Confident in educational performance

- Students are highly engaged in their learning and are well supported to succeed in gaining both confidence and interpersonal skills while achieving formal qualifications.
- The PTE delivers education in contexts appropriate to student and community needs. Stakeholders confirm that students and graduates are making positive changes in their lives and the lives of their families and communities because of the education and learning they gain at Y-Education.

Highly Confident in capability in self-assessment

- Y-Education is using its professional networks and community relationships effectively to develop and deliver programmes that meet student and stakeholder needs. The student voice is well received and acted upon by the PTE management.
- The organisation is well managed and has a clear philosophy and purpose that is reflected throughout its campuses. The activities are well resourced and Y-Education uses its resources effectively. Important compliance accountabilities are being well managed.
- The practice of self-assessment is well embedded at Y-Education, reinforced by good data and effective systems which are universally understood.
- Self-assessment is comprehensive, authentic and transparent. NZQA is highly confident that Y-Education will continue to use findings insightfully to bring about worthwhile and ongoing improvements.

Key evaluation question findings¹

1.1 How well do students achieve?

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

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are improving their wellbeing and acquiring useful skills and knowledge, including 'soft skills' such as teamwork, communication and confidence. Most importantly, students' strengths are validated, and they can plan for their future education and other priorities.</p> <p>Youth Guarantee course completions are over 70 per cent², which is commendable and above national averages for these types of programmes and students. Programmes also provide students with credits that can be used to achieve NCEA³ Levels 1 and 2. Achievement of NCEA is important for students when applying for employment as it is often regarded as the expected minimum qualification. Seventy-eight per cent of Youth Guarantee graduates moved on to employment or higher education in 2022.</p> <p>Māori make up approximately 50 per cent of the student cohort. There remains a persistent parity gap in achievement for Māori compared with non-Māori students, although this has been reducing as a result of a concerted effort by the PTE.</p> <p>In 2022, 44 per cent of learners identified as disabled. Their completion rates were on a par with the cohort.</p> <p>Intensive Literacy and Numeracy students are assessed using the Literacy and Numeracy for Adults Assessment Tool (LNAAT) at the beginning, mid-way and at the end of their enrolment in the programme. Intensive Literacy and</p>

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 Refer Appendix 1.

³ National Certificate in Educational Achievement.

	<p>Numeracy programmes are individualised for each learner based on their needs, making it difficult to report in a summarised form as many students may not register an LNAAT gain. Staff report that Intensive Literacy and Numeracy students show an improvement in their abilities.</p> <p>Other valued outcomes include improved personal, family and community life. Outcomes often lie outside the scope of traditional educational measures which do not do justice to the often-small increments in achievement that can be huge steps for the students concerned.</p> <p>Staff at Y-Education demonstrate a good understanding of the factors that lead to student achievement, and regularly analyse and discuss ideas for improving achievement. Every campus has weekly staff meetings where ideas for improving course delivery and student achievement are discussed and agreed. These discussions are underpinned by comprehensive, real-time data showing individual student and cohort achievement. The quality and expediency of data sets available to, and used by staff at all levels of the organisation ensures that staff are able to understand and further analyse what does and does not contribute to this good performance.</p>
<p>Conclusion:</p>	<p>Students are consistently achieving courses and qualifications as well as achieving substantial personal benefit and growth. In both scenarios, students, families and communities gain significant value. Reducing the existing achievement parity gap between Māori and non-Māori students remains a priority focus for the PTE.</p>

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>Y-Education’s efforts to meet the personal and academic goals of every student is a standout feature of the organisation. The mix of programmes and the delivery styles are relevant to the students, stakeholders and the communities they serve. The organisation is well attuned to the needs of the students through constantly seeking feedback from students, schools and social service agencies. Stakeholder relationships are strong.</p> <p>The aspirations and interests of every student are identified and documented through a co-created individual assessment plan which is uploaded to the PTE’s student management system. Student progress is then entered weekly into the system so that at any time a student, teacher, programme leader or PTE management can track the progress of any student or cohort in real time. Students individually reflect on their individual assessment plan with Y-Education staff every five weeks, which ensures that student needs are being identified, continually monitored and well met.</p> <p>Academic standards are clear, understood and maintained across all campuses. There was evidence of strong internal and external moderation processes leading to valid and reliable assessment practices. The PTE regularly reviews and updates programmes to meet the emerging needs of stakeholders, and relies on long-established relationships with stakeholders to canvass their views. The process for redeveloping the Te Papa Ako Toi programme was thorough and inclusive and was completed to allow staff plenty of time to prepare for delivery in 2024.</p>
Conclusion:	Y-Education’s regular and ongoing interaction with its learners and stakeholders is a compelling feature of the organisation. It ensures that programmes and activities meet the existing and emerging needs of learners, families, workplaces and the community.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students at Y-Education receive active, integrated and ongoing social and academic support from staff at all levels of the organisation. Comprehensive and timely study information ensures that intending students are well guided into courses that are appropriate to their aspirations and capabilities. Teachers and students described numerous activities and initiatives that motivate, engage and encourage students to get the full benefit from their time at Y-Education. Students are provided with regular and timely feedback on their progress and fully understand what they need to do to pass their programmes.</p> <p>The EER noted that monitoring of attendance was an important contributor to student engagement and success. Attendance expectations are effectively communicated to the students, their families and referral agencies. Attendance is monitored closely by Y-Education staff, with timely and appropriate follow-up as required.</p> <p>The PTE provides daily transport to and from campuses where public transport is not readily accessible. All study resources are provided. This is appreciated by the students and contributes to their success.</p> <p>The student voice is well heard and designed to enable students – to encourage them to recognise issues and find solutions. An elected student voice group engages directly with PTE management monthly. This not only empowers the students but also ensures that PTE management gets unfiltered feedback from the student body.</p> <p>Student feedback about the organisation and teaching is all positive. The close rapport between students and staff was evident from discussions and evaluation survey outcomes. Staff have strong cultural competency which enables robust educational support for students and a very inclusive environment.</p>
Conclusion:	Students at Y-Education are experiencing a strongly inclusive, student-centred learning environment within a

	reflective and committed organisational culture, ensuring its ongoing effectiveness.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The National Council of YMCAs is a not-for-profit charitable trust, governed by a board of trustees. Board membership is both representative and skill-based, resulting in strong educational, financial and governance expertise within the board. The Y-Education general manager reports directly to the board. The board is receiving detailed financial, educational performance and compliance reporting which it monitors effectively.</p> <p>Y-Education is well managed and has a clear philosophy, purpose and values which are evident throughout the organisation. The federal structure is effective, allowing good opportunities for information sharing, collaboration and quality assurance. Programme ownership sits with the central PTE along with a repository of teaching and assessment resources which can be contextualised by regional staff. The sub-contracting model of delivery provides clarity of roles and accountability in delivery of the programmes.</p> <p>Senior academic staff are well qualified and experienced for their roles, providing the foundation for effective academic leadership. Y-Education formally reviews the performance of all teaching staff biannually, alongside providing regular and ongoing feedback of a formative nature. Staff review is also the focus for individualised professional development planning which all staff take part in. Y-Education provides abundant support and opportunities for professional development to assist staff in their roles.</p> <p>The PTE encourages reflection on its role and makes ongoing and continuous improvements to how it meets the needs of students and other stakeholders. Data is effectively sought, understood and used to inform review processes and programme development.</p>

Conclusion:	Y-Education has a clear vision and understanding of its enterprise, and strong leadership which provides valuable support for educational achievement. Monitoring of performance within Y-Education is regular, transparent and effective.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The general manager oversees compliance using a workplan to schedule, monitor and report on compliance obligations and ensure that all staff are aware of their part in compliance management. Preparation for this EER highlighted a minor incidence of late notification/application for approval to NZQA. When prompted, Y-Education was quick to respond and rectify the situation, but it does indicate a need to ensure that all compliance obligations are included in the workplan.</p> <p>Recommendations from the 2020 EER were clearly documented, acted on and monitored. The 2023 Tertiary Education Commission audit found 100 per cent compliance.</p> <p>The courses at Y-Education are being delivered consistent with their NZQA-approved programmes and training schemes. The sub-contracting arrangements with the regional associations are well documented and approved by NZQA.</p> <p>Y-Education is meeting its obligations with respect to the Code of Practice.⁴ The PTE has submitted attestations to NZQA that they have completed annual self-reviews of their implementation of the Code, as required for all PTEs by 1 November each year. The self-reviews have been a team effort involving an appropriate range of staff.</p>

⁴ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

	A wide range of documentation shows that Y-Education is committed to maintaining ethical, legal and appropriate care for people across the organisation. The PTE's code of conduct, which is distributed to all staff and students, is the baseline for ethical and legal behaviour. All staff are police vetted to meet the requirements of the Children's Act 2014.
Conclusion:	Y-Education has a good understanding of its compliance accountabilities, and generally manages these proactively and effectively to ensure obligations are met.

Focus areas

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

2.1 Youth Guarantee Programmes

Performance:	Excellent
Self-assessment:	Excellent

2.2 Intensive Literacy and Numeracy

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.

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

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 1⁵

Table 1. Qualification and course completions 2019-22⁶

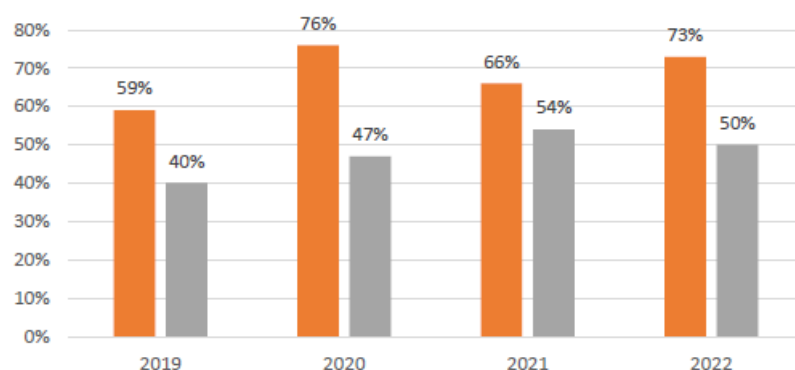


Table 2. Credit achievement and LNAAT gains 2019-22

Cohort	Credit Achievement			LNAAT Gains	
	Enrolled	Completed	Comp Rate	Lit Gain	Num Gain
2019	18161	10422	57%	-6	48
2020	10113	7001	69%	13	26
2021	16189	11040	68%	1	10
2022	13262	8674	65%	12	35

Table 3. NCEA achievement 2019-22

Cohort	Enrolments	NCEAL1	NCEAL2	Total	% of Enrolments
2019	331	51	12	63	19%
2020	205	51	23	74	36%
2021	229	70	58	128	56%
2022	230	57	42	99	43%

⁵ Data supplied by Y-Education.

⁶ The Tertiary Education Commission guaranteed all PTEs full funding in 2020 to mitigate COVID-19 disruptions. Because there was no financial consequence, Y-Education removed all non-performing EFTS (equivalent full-time students), which artificially boosted completion rates in that year. If the standard approach was taken, the 2020 completion rate would be more commensurate with the 2019 rate, in which case the table above would show a steady increase in course completion each year.

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 fraud⁷*
- *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.*

⁷ 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*
- *maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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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