

Report of External Evaluation and Review

Ashton Warner Nanny Academy

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 15 August 2014

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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:	Ashton Warner Nanny Academy
Type:	Private training establishment (PTE)
Location:	North Shore, Auckland
Delivery sites:	30 Waiora Road, Stanmore Bay
First registered:	27 November 1990
Courses currently delivered:	<ul style="list-style-type: none">• Ashton Warner Certificate in Nanny Education (Level 3)• New Zealand Certificate in Nanny Education (Level 5)
Code of Practice signatory:	Not applicable (no international students)
Number of students:	Domestic: currently 41 level 5 students and 11 students enrolled at level 3
Number of staff:	Director/principal; director/manager; three part-time tutors
Scope of active accreditation:	Ashton Warner Certificate in Nanny Education (Level 3) and New Zealand Certificate in Nanny Education (Level 5)
Distinctive characteristics:	Ashton Warner Nanny Academy is part of the Nanny Education Organisation of New Zealand (NEONZ). NEONZ owns the level 5 New Zealand Certificate in Nanny Education and the director of Ashton Warner is a member of the NEONZ executive committee.

Recent significant changes:	Nil
Previous quality assurance history:	NZQA conducted an external evaluation and review (EER) of Ashton Warner Nanny Academy in 2010. NZQA was Highly Confident in the organisation's educational performance and Highly Confident in its capability in self-assessment.

2. Scope of external evaluation and review

The scope of the EER covered:

- Governance, management and strategy
- New Zealand Certificate in Nanny Education (Level 5)

Governance, management and strategy is a mandatory focus area. The New Zealand Certificate in Nanny Education is one of two courses currently offered by Ashton Warner. The certificate was chosen as a focus area because it has the majority of student enrolments.

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

A range of information sighted during the visit included Tertiary Education Commission (TEC) data, moderation documentation (NEONZ and NZQA), internal self-review and audit information, meeting notes, student and tutor files and teaching resources.

The evaluation team was made up of two evaluators. During the EER visit the evaluation team met with:

- Eight students (six level 5 and two level 3 students)
- Three graduates (one in person and two via phone/Skype)
- Three tutors
- Director/principal and director/manager/placement coordinator
- Five advisory group members (by phone)
- Chair of NEONZ (by phone).

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Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Ashton Warner Nanny Academy**.

There is strong evidence that Ashton Warner Nanny Academy is meeting the most important needs of students and key stakeholders. The academy is strategically focused on ensuring students complete their qualifications and gain the skills and knowledge they need to gain employment in the industry, or to undertake further training. The extent to which these outcomes occur is tracked over time and the results are used to make improvements. The value of outcomes is regularly tested with students, graduates and other key stakeholders through a range of formal and informal processes. Feedback is used to make improvements that are regularly monitored and reviewed.

Achievement results for students are monitored internally to ensure all students are supported to complete the course. Yearly collated achievement results are also compared externally to monitor how well students are achieving compared with similar providers/courses. Māori and Pasifika achievement rates meet or exceed achievement rates for non-Māori students. Pathways are in place to ensure that students make progress, including an enhancement model for level 3 students to complete the level 5 qualification. A range of work placements is in place to help students decide where they want to focus in the future, and there is a formal agreement to transition to an early childhood education degree with another education provider.

There is strong and wide-ranging evidence that processes support achievement. Tutors are highly qualified, knowledgeable and approachable. They use a range of teaching strategies to engage students in their learning, and this was highly valued by learners. Students' needs are identified and monitored throughout the course; support for students with learning difficulties and/or pastoral issues are addressed quickly and appropriately to reduce barriers to learning. The programme timetable and content has been adjusted where necessary to reflect student and stakeholder feedback.

The directors/management are committed to helping the students to achieve. They are actively involved in the running of the organisation and deploy time, energy and resources where required to ensure tutors and students have every opportunity to succeed.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Ashton Warner Nanny Academy**.

Ashton Warner collects, collates and uses a wide range of data from key stakeholders to make worthwhile improvements. Self-assessment is highly effective for the size and scope of the provider. The director/managers demonstrated that self-assessment was purposeful, ongoing and linked strongly to raising student achievement results across many years (for a diverse range of learners).

A range of evidence was presented and discussed that showed regular monitoring of how well students are achieving and how well the organisation is meeting the needs of students and other key stakeholders. This monitoring has led to changes that have improved internal processes and results for students.

Tutors are highly reflective and continuously looking for opportunities to improve. They are supported by the organisation with regular opportunities to meet as a team to discuss the programme and learner achievement, the provision of sufficient learning resources for tutors, in-house training and external professional development days. Tutor performance is actively reviewed and monitored.

Students and graduates felt very well supported during their time on the course. They felt that staff listened to them and, where issues were raised, these were addressed quickly and appropriately.

A range of external stakeholders contacted all validated the PTE's engagement with them as being purposeful and meaningful, and felt Ashton Warner was making a valued contribution to community and industry outcomes.

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 **Excellent**.

Achievement rates for Ashton Warner level 5 students have consistently exceeded TEC median benchmarks for private training establishments over the past three years in three² of the four key performance indicators (qualification completion, course completion and retention; see Table 1 below). Ashton Warner also benchmarks its performance against seven other providers offering the NEONZ level 5 certificate. Results show that over the past three years Ashton Warner was one of the larger providers of the qualification (in terms of number of enrolments) that achieved well over the median qualification completion results across the seven providers. Achievement data for individuals and cohorts is regularly discussed and effectively reviewed at management/staff meetings and used to identify areas working well and areas that require improvement.

Students who do not complete the level 5 course in one year are given the opportunity to complete in the following year (up to the end of April). This enables students to complete who require the extra time because they have missed placements throughout the year due to illness, work or family priorities.

Ashton Warner proactively tracks and monitors the achievement of Māori and Pasifika students and has done so over many years. In 2009 Ashton Warner set an internal performance indicator for qualification completion by Māori students.³ The expectation is that the Māori student qualification completion rate should match or exceed the overall rate. For level 5 students, the percentage of Māori completing the qualification has exceeded the overall completion rate for each of the past three years. All Pasifika students who enrolled on the course over the past three years completed the qualification.

Māori and Pasifika student enrolments are generally small (approximately 10-20 per cent of total student enrolments), therefore the percentage indicator is just a gauge for the organisation. In practice, Ashton Warner focuses on ensuring all Māori and Pasifika students achieve (rather than a percentage of them). The

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 The TEC does not track progression data for level 5 students.

³ There is no internal benchmark for Pasifika students given their low enrolment numbers.

support Māori students in particular receive from Ashton Warner is evident in other sections of this report.

In addition to high rates of achievement, graduates gain key skills and attributes important to employment, including basic time management strategies, increased confidence to engage with agencies and potential employers (parents/families), and reliability and punctuality. They also gain basic parenting skills and strategies, and knowledge of childcare. Students who were themselves parents found these aspects very helpful.

As well as active monitoring of learner achievement rates, Ashton Warner also proactively monitors graduate destinations for the first four months after students graduate, to track whether graduates gain full-time employment as a nanny or child educator or whether they enrol in further study. This data is also collated and tracked over time to ensure Ashton Warner is achieving its core purpose and to make improvements, if required (relevant results are identified in Findings 1.2. of this report).

Table 1. Ashton Warner achievement data for New Zealand Certificate in Nanny Education (Level 5), 2011-2013				
Year	Student groups	Total level 5 enrolments	Qualification completion (% of total enrolments)	Qualification completion median across all PTEs ⁴
2013	All	49	97	85% (provisional, yet to be finalised by the TEC for 2013)
	Māori	8	100	
	Pasifika	2	100	
2012	All	35	96	79
	Māori	5	96	
	Pasifika	0	100	
2011	All	37	98	80
	Māori	6	100	
	Pasifika	1	100	
Source: Based on TEC data provided to the evaluation team by Ashton Warner Nanny Academy				

Ashton Warner has a structured system for internally moderating student assessments to ensure they are reliable and valid (discussed further in Findings

⁴ Sourced from the TEC website, performance of individual tertiary education providers; Ashton Warner Academy median data only available online for 2011 and 2012.

1.4). The directors are actively involved in the day-to-day operations of the PTE and proactively support student achievement. The director/principal is involved in the student enrolment process and pastoral care, and also tutors the students on a regular basis and therefore understands student needs. The director/manager actively manages the quality assurance process for the organisation, including student work placements. This means there is a dedicated person with oversight of key processes and policies to ensure the smooth running of the organisation.

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**.

As operators of a relatively small niche provider, the current directors of Ashton Warner are committed to engaging with the sector and community in order to remain relevant and provide value to key stakeholders. Ashton Warner has a longstanding advisory group that meets annually to discuss issues of relevance to the sector/interest areas they represent. The advisory group includes stakeholders from employers (Nanny Agency and early childhood education employers), placement parents, a representative from the Māori and Pasifika communities and, where possible, a student representative. The advisory committee has been meeting for several years and many of the members that the evaluation team spoke to validated the usefulness and relevance of the meetings. Stakeholders felt that engagement was genuine and meaningful and that Ashton Warner takes on suggestions to improve the programme based on their experience with students, graduates or industry, where possible.

Employment and educational outcomes for graduates are internally benchmarked. The internal benchmark has been 60 per cent of students in relevant employment or further education within four months of graduation. For level 5 students, this benchmark has been exceeded since 2010 (averaging over 74 per cent). A new internal benchmark of 70 per cent was set based on past performance for 2013. An initial analysis of the 2013 data suggests that the 70 per cent benchmark has been exceeded as well. Ashton Warner keeps track of graduates who do not get jobs or who undertake further training. Some students have been difficult to find; some students are working but not in an area related to their course of study.

Students noted that the skills and knowledge gained from the course exceeded expectations. Graduates in particular felt the course positioned them well to undertake junior nanny roles in the industry (locally, nationally and internationally), and/or support teaching roles in an early childhood education centre or school. The qualification itself is highly regarded by agencies and parents. Graduates felt that having the qualification gave them an 'edge' over applicants without the

qualification. This was validated by the Nanny Agency representative who said there was a high demand for qualified nannies. Therefore, those graduates with motivation, work ethic, a mature disposition and the qualification were more likely to get into the industry quickly and progress to more senior roles over time.

Ashton Warner has added to the programme work placements in early childhood education centres and primary schools⁵, to provide students with more options and pathways when they graduate. This was an improvement based on feedback from graduates over time, who during the course or soon after did not feel ready for a nanny position. The increase in placement options has been received positively by students and graduates.

Aside from the advisory group, Ashton Warner has a number of formal processes to gather and reflect on feedback and input from key stakeholders. These include a climate survey, employer and graduate surveys, and tutor and course evaluations. These self-assessment activities are regular and purposeful and feedback is used to make ongoing improvements, if required. Examples include reviewing course content based on agency and student feedback; rescheduling timetables based on student feedback; purchasing more resources (iPads, laptops) based on tutor/student feedback.

As noted, students also have a range of formal and informal opportunities to provide feedback, which was valued by the students.

In addition, Ashton Warner actively seeks an appropriate and knowledgeable person to provide a Māori cultural perspective (Māori audit) on a specific aspect of its programme and delivery. Ashton Warner considers this annual engagement to be a valued part of its business improvement processes to ensure learning is grounded in a New Zealand cultural context. Improvements are made based on recommendations (for example, how to incorporate te reo Māori, relevant whakatauki, waiata, specific learning resources to enhance the course content).

All of the above is strong evidence that engagement with stakeholders is purposeful, ongoing and focused on improving quality outcomes.

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**.

Student needs are identified through the enrolment and induction process by the principal who interviews every student. Needs and aspirations are identified,

⁵ These placements exceed what is required for the level 5 NEONZ course.

documented and monitored. Level 3 students also complete the online literacy tool and the results are used to guide tutors in how they can best support learners.⁶ Students are encouraged to identify learning goals as well as goals relevant to their well-being (for example, healthy eating, fitness, reducing smoking). These are reviewed formally at least once by the student and the principal.

Where different learning needs are identified for students, these are discussed with teaching staff and, where necessary, professional development for tutors is offered to help them upskill (for example, in-house training was provided for tutors around attention deficit hyperactivity disorder and dyslexia based on student needs).

Tutors use a range of technologies to enhance the delivery of the course content including YouTube (online videos), iPads, laptops and PowerPoint. Broadband and Wi-Fi were installed to support the teaching and learning in ways that all students can access. These tools and resources make the learning more up to date, relevant and easy to understand for students. All technology and training to support the tutors is provided by management. These changes were introduced in response to feedback from students and tutors, who felt that the technology, videos and DVDs being used to support the course were often outdated.

Relevance to stakeholders is maintained through the advisory group and various feedback processes. Ashton Warner also has a working relationship with the local secondary schools. The PTE has been providing a STAR programme for local schools for at least five years. The school representative spoke positively about the quality of the tutor who delivers the STAR programme to their students. The schools also refer students to Ashton Warner who are interested in working in early childhood education or as a nanny.

Subject content is relevant and updated regularly by NEOZ as the course owner. Ashton Warner also uses its own feedback and self-assessment processes to identify areas that may require more emphasis. For example, based on advisory group feedback, more emphasis was placed on ensuring graduates know the importance of having a contract relationship in place with potential placement families, as well as ensuring graduates have professional indemnity insurance and a current drivers licence.

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**.

⁶ Level 3 students below step 4 are supported to use the Awarua Pathway Tool.

Ashton Warner has three part-time tutors who each cover different learning areas and modules throughout the course. All three tutors have been with the PTE for five years or more; all are qualified teachers with a diverse range of experience. Although tutors are part-time, they are required to attend regular staff meetings which provide opportunities for tutors to meet and discuss issues relating to the programme and/or student achievement. Tutors are well qualified in their respective fields (early childhood training and/or adult teaching). All the tutors are parents themselves and their practical first-hand knowledge of child rearing and education was considered invaluable by the students.

Tutor performance is regularly appraised by the principal, who also observes classes. The directors are also seeking an external person to observe and provide independent feedback on tutor performance. Any issues raised by students regarding the tutors are identified informally or formally through student evaluations, and appropriate action are taken which are then monitored and reviewed. Opportunities for professional development are based on individual and collective staff performance needs. In-house professional development is offered around specific matters, usually related to a learning need. The manager also attends the annual NEONZ conference. Students talked positively about the tutors and considered them to be caring, patient and knowledgeable.

The learning environment is well structured and planned. Despite the various tutors and learning areas covered each day, the students know the daily programme and when assessments are due. Students were clear about what was expected from them at assessment. Feedback from tutors was always clear and useful and helped students to improve.

In addition to national external moderation by NZQA, samples of work are sent to NEONZ for moderation annually. Ashton Warner has an internal moderation process and schedule which is followed. External moderation issues are managed quickly and addressed.

Work placements are an integral part of the programme. The placements allow students to practise what they have learnt in a real context. Students are in placements for 12 weeks during their course. They undertake three, three-week placements with three different families. They also spend two weeks in an early childhood education centre and one week in a primary school. The placements are well structured. The placement coordinator identifies suitable placement families, the coordinator discusses options with the student, and the student makes contact with the families for an interview. The variety and experience of placements helps students to determine which areas they will pursue once they graduate.

Students spoken to by the evaluators had all completed their first family placement. All students felt safe in their placements and were clear about their roles and responsibilities. Where the student felt their role was compromised, they knew who to contact. In one case, a student who was not happy with their placement contacted the principal and was placed with another family. This happened quickly and effectively. The placement parent was not used again.

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All students must compile a 'nanny kit' which is assessed. Students are encouraged to make their own cost-effective resources for the nanny kit and are provided with a range of equipment to help them compile their resources. Graduates spoken to still use their course materials and nanny kit resources with children in their care.

Students are also given one-to-one tuition as needed. This was validated by those students who had learning needs and felt that the tutors responded well to them and supported their learning.

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**.

Information provided to students is comprehensive and timely. Students' goals are identified and monitored regularly by both the student and the principal.

Ashton Warner employs a Māori graduate to talk with and mentor Māori students. This was a conscious strategy to help Māori students feel valued and to give them the confidence to complete the programme. The Pasifika representative on the advisory group provides similar support to Pasifika students.

Students felt their learning needs were well catered for. At the end of the course, management gathers feedback about student satisfaction and the support provided. Feedback is also gathered informally on a daily basis by tutors and management and acted on if needed. For example, a student found it difficult to hear one tutor in class, so management purchased audio equipment for the tutor to use. Tutors allow time for one-to-one tuition of students with specific learning difficulties or who need extra assistance. The learning environment is inclusive, and where there are any issues the tutors and management are quick to address them. Students have set up their own Facebook page to communicate with each other when they are on placement or when doing assignments. This practice is recommended by Ashton Warner but was left to the students to action if they saw value in it.

The programme timetable was adjusted in recognition of, and to allow for, students to meet family and/or employment responsibilities. Feedback commented positively on this change. Students who do not complete placements are asked to/offered the opportunity to come back the following year to complete their placements in the first term (currently before the end of April 2014) in order to complete the level 5 qualification. Level 3 students who have graduated and show interest and capability to undertake the level 5 programme are placed in an enhancement module. This programme allows the students to complete the academic requirements of the level 5 programme that are not part of the level 3 programme. Ashton Warner has also put in place a formal agreement with New Zealand Tertiary

College to give level 5 graduates credits towards their first year of a teaching degree in early childhood education to support progression to further study.⁷

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 directors have a clear vision and direction for the organisation. Achievement results are benchmarked against other providers' results to track how well students are performing relative to providers offering the same or similar qualifications. Results are tracked over time to identify areas that may need to be improved, and changes are made and reviewed to monitor whether they make a worthwhile contribution to student achievement.

Staff feel valued by management; professional appraisal and development is regular and relevant. Resources are up to date and management regularly allocates resourcing to support teaching and learning. The directors are approachable and are actively involved in and review internal operations, but they also look externally for ways to improve the quality of the PTE's activities. An internal audit and self-evaluation process is completed six-monthly by management or staff; this is partly compliance related but also linked to self-review and improvement. Changes are discussed and made where required. External advisory group feedback is also sought at regular intervals on Ashton Warner's policies and procedures.

The directors have considered carefully succession plans in the event of management or tutor changes to ensure quality delivery is not disrupted. They are also anticipating and discussing the impact and their response to changes resulting from the Targeted Review of Qualifications process (TRoQ).

The directors/management demonstrate a strong understanding of self-review and a commitment to improvement which has a strong correlation to consistently strong educational performance over many years.

⁷ The evaluation team spoke to a level 3 graduate who completed the level 5 enhancement module, has a part-time junior teaching position in an early childhood education centre, also works part-time in an after-school programme, and is now looking to enrol in the degree course at New Zealand Tertiary College.

Focus Areas

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

2.1 Focus area: New Zealand Certificate in Nanny Education (Level 5)

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: 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**.

Recommendations

There are no recommendations other than those implied in this report.

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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