

Land Based Training  
Limited

Report to Tertiary  
Education Commission

**Confidential**

**6 May 2016**

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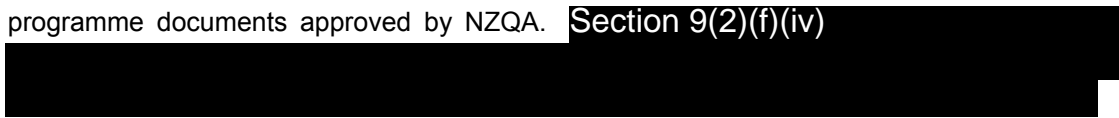
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# 1. Executive Summary

- 1.1. The Tertiary Education Commission (“TEC”) engaged Deloitte to carry out a review of Land Based Training Ltd (“LBT”) in February 2016.
- 1.2. The objective of the review is to ensure that:
  - Students have actually enrolled and attended programmes;
  - Programmes are taught in accordance with and comply with the learning hours and weeks entered into STEO and therefore meet the TEC funding requirements;
  - Students awarded a qualification have been assessed; and
  - LBT’s internal quality assurance and control processes (in relation to programme delivery) are robust and fit for purpose.
- 1.3. In conjunction with TEC, five qualifications were selected as the focus of our review. These five qualifications are as follows:
  - NC0231 National Certificate in Employment Skills (Level 1)
  - NC1013 National Certificate in Horticulture (Level 2)
  - NZ2218 New Zealand Certificate in Primary Industry Skills (Level 2)
  - PC3477 Land Based Training Certificate in Agriculture (Level 3)
  - NZ2212 New Zealand Certificate in Agriculture (Level 4)
- 1.4. The National Certificate in Employment Skills was approved for delivery by NZQA as part of the “Mixed Farm Skills” programme. When both this programme and the two NZ Certificates (NZ2218 & NZ2212) were submitted for approval to the New Zealand Qualifications Authority (“NZQA”), the programme documents set out that a large proportion of the learning hours would be comprised of practical on farm experience. The older Level 3 programme document did not specify the breakdown of learning hours, however it did state, *“Practical/off-site components are a significant requirement of this qualification”*.
- 1.5. These programmes were approved by NZQA and the R0482 documents that NZQA issued set out the breakdown of learning hours and a short description of the delivery method. In each case, the hours that were submitted by LBT as being practical hours have been included as teaching hours. We were advised by NZQA that it is not their usual practice to separately identify work experience and teaching hours.
- 1.6. The TEC database (“STEO”) has three learning hours fields; teaching, self-directed and work experience. LBT understands that it is required to enter into STEO the learning hours breakdown that is approved by NZQA. As a result, the learning hours breakdown recorded in

STEO accurately reflects what was approved by NZQA, however it is not an accurate representation of what is being delivered (or what was submitted to NZQA for approval).

- 1.7. We recommend that TEC reconsiders the programme documents and the R0482 documents in full and give guidance to LBT as to the breakdown of learning hours that should be submitted in STEO for each programme. Any amended submission should be considered by TEC when making future funding decisions.
- 1.8. We also found that there is variation in the delivery of some programmes between cohorts. In some instances there is close supervision where groups of students are living and studying together on a training farm or are travelling to the training farm daily. In other cases, students are in employment following completion of level two programmes or they gain employment during their period of study. In these cases there are visits by LBT tutors and field officers to the farms that they are based at. A further variation is those students who are placed on "sponsor farms". In our view, these different delivery methods should be clearly set out in the programme documents approved by NZQA. **Section 9(2)(f)(iv)**  

- 1.9. The Level 4 New Zealand Certificate in Agriculture was first delivered in 2015. Prior to this, the equivalent National Certificate was delivered by LBT. Students completing this qualification are expected to attend classes one day a week and are based on their employer's farm the rest of the week. Tutors visit the students approximately once a month. One tutor described the level 4 students as already being very capable. He explained that for the practical units it wasn't necessary to teach them, rather he would observe them and verify that they were capable. This was supported by the students who we spoke to.
- 1.10. Several of the level 3 students also described being signed off for units when the tutor observed them at their place of work while one believed that she was not assessed as the tutor already knew that she was competent. Currently, students are only assessed for recognised prior learning ("RPL") if units are being cross credited. We recommend that going forward, LBT assess students with prior experience for RPL at the commencement of the programme. Only those courses where RPL is not awarded should then be eligible for funding.
- 1.11. We only identified minor issues with LBT's enrolment processes and documentation. We sighted written assessments for all except one student in our sample of 75 students. For all programmes offered by LBT, students are required to sign an attendance register or when working offsite have attendance recorded by their field officer. These records indicate what each students activities were on the particular day (e.g. in class, working on farm) and are retained centrally at LBT's office. We were able to locate attendance records for all students selected in our sample.
- 1.12. The Academic and Compliance Co-ordinator at LBT appeared to us as capable and well organised. She had a good understanding of the programme delivery requirements and could readily access documents and information. She is one of three people from LBT Head Office in Whanganui who regularly visit the delivery sites.
- 1.13. All the tutors who we spoke to also had a good level of knowledge of the delivery requirements, including the level of teaching hours. They also referred to regular visits from LBT management. This knowledge and the level of oversight demonstrates what (in our view) are effective processes in place for the quality assurance of programme delivery at LBT.

## 2. Introduction

### Background

- 2.1 Land Based Training Limited (“LBT”) is a Private Training Establishment (“PTE”) offering training opportunities with funding from both TEC and the Ministry of Social Development. Most programmes have an agriculture focus, but there are also horticulture, property maintenance and employment skills qualifications. LBT deliver STAR and Gateway courses for Secondary School students and the company also provides driver training, health and safety and other privately funded training courses.
- 2.2 The LBT Head Office is in Whanganui and delivery sites for the TEC programmes are throughout the North Island.

### Scope

- 2.3 TEC engaged Deloitte to undertake a review of Land Based Training Ltd. We were instructed to focus our review on the delivery of the following five qualifications in the 2014 and 2015 years:
- NC0231 National Certificate in Employment Skills (Level 1)
  - NC1013 National Certificate in Horticulture (Level 2)
  - NZ2218 New Zealand Certificate in Primary Industry Skills (Level 2)
  - PC3477 Land Based Training Certificate in Agriculture (Level 3)
  - NZ2212 New Zealand Certificate in Agriculture (Level 4)
- 2.4 The objective of the review is to ensure that:
- Students have actually enrolled and attended programmes;
  - Programmes are taught in accordance with and comply with the learning hours and weeks entered into STEO and therefore meet the TEC funding requirements;
  - Students awarded a qualification have been assessed; and
  - LBT’s internal quality assurance and control processes (in relation to programme delivery) are robust and fit for purpose.

## Limitation of this Report

- 2.5 The terms of this engagement and the scope of the work you have asked us to undertake did not constitute an assurance engagement in accordance with the requirements of the Chartered Accountants Australia and New Zealand, and was not designed to provide assurance accordingly under International or New Zealand Standards on Auditing or Assurance such as ISAE 3000. Accordingly, no assurance opinion or conclusion has been provided.
- 2.6 The financial and other information contained in this report have been provided by LBT, TEC, NZQA and various LBT tutors and students. Our review was based on enquiries, analytical review procedures, interviews and the exercise of judgement. There is, therefore, an unavoidable risk that some material misstatements may remain undiscovered.

## Key Sources of Information

Type	Details
<b>Documents</b>	<ul style="list-style-type: none"><li>• Application for Approval of Programme of Study – Mixed Farm Skills 114715 Dated August 2012</li><li>• Awhiwhenua Land Based Training Agricultural School Trainee Manual 2015</li><li>• Department of Corrections Schedule</li><li>• Future Farmers Cover Story by Jackie Harrigan</li><li>• Land Based Training Education and Employment Specialists Portfolio</li><li>• Land Based Training Limited Programme Regulations LBT Certificate in Agriculture Level 3</li><li>• Land Based Training Limited Programme Regulations Mixed Farm Skills with NCEA</li><li>• Land Based Training Limited Programme Regulations New Zealand Certificate in Agriculture Level 4 with strands in Arable Farming, Dairy and Livestock Farming</li><li>• Land Based Training Limited Programme Regulations Primary Industry Skills</li><li>• National Certificate in Horticulture (Introductory) Level 2 Trainee Handbook 2016</li><li>• NZQA Report of External Evaluation and Review Dated 24<sup>th</sup> November 2015</li><li>• NZQA Letters and Response</li><li>• Reconciliation of STEO with NZQA Programme Approved Letters</li><li>• TEC SDR data</li><li>• TEC funding letters and investment plans</li><li>• Te Rua O Te Moko Farm Training School Trainee Manual 2015</li><li>• Youth Guarantees Programme Trainee Handbook</li><li>• Waikato Trainee Manual 2015</li></ul>

4. LBT  
People

- Section 9(2)(a)
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- Section 9(2)(a)

Other

- Section 9(2)(a)
- Section 9(2)(a)
- Section 9(2)(a)
- A total of 22 students were interviewed across three programmes (none of the students from the prisons were interviewed)



# 3. Compliance with TEC Funding Requirements

3.1 In this section we set out findings on the LBT programme delivery in relation to the NZQA approval and TEC funding.

## Programme Alignment with Approval and Funding Requirements

3.2 Comparison of the programme document, the NZQA requirements and TEC requirements (including STEO).

3.3 LBT provided us with copies of the programme documents that were submitted to NZQA for approval for all five programmes that we selected. We compared these to the NZQA RO482 approval documents and the details that were entered into the TEC database, STEO.

3.4 Four of the five programmes that we reviewed included a practical component with learning taking place on a farm (The exception was Introduction to Horticulture). This delivery mode was described in the programme document submitted to NZQA.

3.5 These programmes were approved by NZQA and the R0482 documents that NZQA issued set out the breakdown of learning hours and a short description of the delivery method. In each case, the hours that were submitted by LBT as being practical hours have been included as teaching hours. We were advised by NZQA that it is not their usual practice to separately identify work experience and teaching hours.

3.6 The TEC database STEO has three learning hours fields; teaching, self-directed and work experience. LBT understands that it is required to enter into STEO the learning hours breakdown that is approved by NZQA. As a result, the learning hours breakdown recorded in STEO accurately reflects what was approved by NZQA, however it is not an accurate representation of what is being delivered (or what was submitted to NZQA for approval).

3.7 The following table compares the programme document submitted for approval, the NZQA approval document and the TEC STEO hours:

Programme	Programme Document Hours	Document	NZQA R0482 hours	TEC STEO hours
<b>PC3477 (Land Based Training Certificate in Agriculture Level 3)</b>	Not detailed in programme document	"Practical/off-site components are a significant requirement of this qualification"	1188 learning hours (1012 teaching and 176 self-directed) over 44 weeks	1188 learning hours (1012 teaching and 176 self-directed) over 44 weeks
<b>NC1013 (National Certificate in Horticulture (Introductory) Level 2)</b>	680 learning hours (544 teaching and 136 self-directed) over 17 weeks		680 learning hours (544 teaching and 136 self-directed) over 17 weeks	680 learning hours (544 teaching and 136 self-directed) over 17 weeks
<b>NZ2218 (NZ Certificate in Primary Industry Skills Level 2)</b>	480 learning hours (120 face-to-face, 15 self-directed, 345 practical) over 15 weeks		480 learning hours (465 teaching and 15 self-directed) over 15 weeks	480 learning hours (465 teaching and 15 self-directed) over 15 weeks
<b>NC0231 (National Certificate in Employment Skills)</b>	Submitted Mixed Farm Skills programme 1271 learning hours (410 face to face, 861 practical on farm), over 41 weeks		Mixed Farm Skills programme 1271 learning hours (all teaching) 60 credits NC0231. 44-53 credits NC1434	NC0231 651 learning hours (all teaching). Second qualification (NC1434) 400 teaching and 220 work experience
<b>NZ2212 (NZ Certificate in Agriculture Level 4)</b>	1640 learning hours (face to face 287 hours, self-directed 287, practical on farm 1066) over 41 weeks		1640 learning hours (1353 teaching and 287 self-directed) over 41 weeks	1640 learning hours (1353 teaching and 287 self-directed) over 41 weeks

3.8 We note that NZ2212 was previously delivered as a national certificate. A type two change was approved in November 2014 and delivery of the New Zealand Certificate commenced in the 2015 academic year.

3.9 The apparent mismatch between NZQA and TEC processes has resulted in a breakdown of learning hours in STEO that clearly does not represent what is delivered. We recommend that TEC reconsiders the programme documents and the RO482 documents in full and give guidance to LBT as to the breakdown of learning hours that should be submitted in STEO for each programme. Any amended submission should be considered by TEC when making future funding decisions.

## Delivery of learning hours

3.10 In addition to reviewing programme documents, we considered timetables and trainee handbooks, conducted tutor and student interviews and discussed delivery with LBT

management. Through this process we developed an understanding of how the programmes in our sample are delivered. The following paragraphs describe each of the five programmes.

### NC 1013 – National Certificate in Horticulture (Introductory) (Level Two)

- 3.11 The Level Two Introduction to Horticulture programme is currently delivered in Masterton and Palmerston North. In 2015 it was delivered to students in Whanganui Prison, but not in Palmerston North. The programme was first approved for delivery at the end of 2014. It is a 70 credit programme delivered over 17 teaching weeks. The course is fees free and LBT receives SAC funding. In 2015, 40 students were funded, representing 22.9609 EFTS<sup>1</sup>.
- 3.12 The R0482 Programme Details document from NZQA sets out that the 40 learning hours per week is comprised of 32 teaching hours and 8 self-directed hours. This is consistent with the hours breakdown in STEO.
- 3.13 The programme was delivered to three cohorts in the prison during 2015. The first two programmes were delivered five days a week over a fifteen week period. The third programme ran four days a week, but some students required additional time. The tutor visited those students for a few extra days after the Christmas break.
- 3.14 During the class time, all the units were worked through, including the practical units. The prison students were able to work in the garden and take work back to their cells outside class time. The tutor was always accompanied by a prison officer. The prison officer also assisted with supervision during practical learning for units such as fencing and Quad Bikes.
- 3.15 The Masterton programme is delivered at Nga Kanohi Marae. One cohort of students attended the 17 week programme at the end of 2015 and the programme is being delivered again in 2016. The students are usually picked up in the morning and taken to the marae, arriving from about 8.15am. Many students are young and some have other social problems that are being dealt with.
- 3.16 There is evidence that there was some self-directed learning taking place. If we assume that the required eight hours a week of self-directed learning was delivered, then our estimate of the total learning hours for the 2015 cohorts is as follows:

Cohort	Learning hours – STEO	Learning hours delivered	% of STEO hours delivered
<b>Whanganui prison – term one &amp; two 2015</b>	680 (544 teaching and 136 self-directed)	623.5 (487.5 teaching and 136 self-directed)	92%
<b>Whanganui prison – term three 2015</b>	680 (544 teaching and 136 self-directed)	545.5 (409.5 teaching and 136 self-directed)	80%
<b>Masterton 2015</b>	680 (544 teaching and 136 self-directed)	731 (595 teaching and 136 self-directed)	108%

<sup>1</sup> TEC SDR data as at 29 March 2016

## NZ 2218 – New Zealand Certificate in Primary Industry Skills (Level Two)

- 3.17 The Primary Industry Skills programme is the other programme that is delivered by LBT to the prisoner population. It was also approved by NZQA at the end of 2014 and delivered for the first time in 2015. The two delivery sites were Manawatu Prison and Hawkes Bay Regional Prison. The programme is 40 credits delivered over fifteen weeks. In 2015, LBT received SAC funding for 42 students who comprised 14.2997 EFTS<sup>2</sup>.
- 3.18 The approved learning hours for the programme are 465 teaching hours and fifteen self-directed hours. This is reflected in the STEO database.
- 3.19 The delivery in the prisons takes place four days a week over a fifteen week period. Twelve units are completed in this period. The tutor described focusing on numeracy first thing in the morning before moving on to the workbooks. The students enjoy the practical learning outside, such as the quad bike units and the fencing. There is land and resources available at the prisons for teaching the programmes. Cattle are able to be brought in for the cattle breeds unit and calves are also brought in. Students are able to mix up milk powder and feed calves, practice ear tagging and learn de-horning skills. The students are also encouraged to take their workbooks back to their cells and complete quizzes and other exercises.
- 3.20 Our estimate of the total learning hours delivered in 2015 is as follows:

Learning hours – STEO	Learning hours delivered	% of STEO hours delivered
480 learning hours (465 teaching and 15 self-directed)	435 learning hours (420 teaching and 15 self-directed)	91%

## NC 0231 – National Certificate in Employment Skills (Level One)

- 3.21 The Mixed Farm Skills programme was approved by NZQA in August 2012. The programme includes two qualifications; the National Certificate in Agriculture (Level Two) (NC 1434) and the National Certificate in Employment Skills (Level One) (NC 0231). There are 60 credits that make up the Employment Skills qualification. Students also gain NCEA Level One and Level Two credits from completing the programme.
- 3.22 LBT receives Youth Guarantee (“YG”) funding for the two qualifications, so there are no course fees charged to students. The number of learners for the two YG funded qualifications, from 2013 to 2015 was:

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<sup>2</sup> TEC SDR data as at 29 March 2016

	2013		2014		2015	
	No. of students	No. of EFTS delivered	No. of students	No. of EFTS delivered	No. of students	No. of EFTS delivered
<b>NC 0231</b>	35	15.6004	41	18.1919	44	18.3004
<b>NC 1434</b>	39	19.1585	55	25.3422	34	16.3171

- 3.23 LBT set out in the 2015 Investment Plan that LBT had “*identified a strong need in Marton to deliver the National Certificate in Employment Skills Level 1.*” LBT explained to us that they couldn’t register a new qualification that was due to expire in December 2016. They sought advice from NZQA and decided to deliver Employment Skills only in Marton, as set out in the Investment Plan. LBT explained that they didn’t want to be claiming funding for the second qualification that would not be delivered at this site, although technically (by delivering only the one qualification) they are delivering a programme that does not have NZQA approval.
- 3.24 The programme document that was submitted to NZQA for approval sets out total learning hours of 1,271. These are broken down into:
- Classroom – face to face                      410 hours
  - Practical – on-farm                                      861 hours
- 3.25 The NZQA approval document for the programme refers to “*on-job and on-going practical reinforcement*”. The 1,271 learning hours are all recorded as teaching hours.
- 3.26 The TEC system STEO is set up for entry of qualifications (as opposed to programmes). The Employment Skills qualification is recorded in STEO as comprising 651 teaching hours. The level two Agriculture qualification is 400 teaching hours and 220 hours work experience.
- 3.27 Marton is the only delivery site where Employment Skills is delivered without the level two qualification. The students typically have a lot of personal issues and there is a focus on ensuring support from community groups, including social workers. The delivery is classroom based with some field trips and guest speakers. The programme runs every week day for six hours a day, with one day set aside for specialist numeracy and literacy training. There are intakes in January and July for a 26 week programme.
- 3.28 At the other delivery sites, the full programme with both qualifications is delivered. The students on this programme enter into a three way “workplace contract” between themselves, LBT and a sponsor farmer. These contracts set out the hours of work that the student will work for the sponsor farmer. The students are not remunerated for the time spent working on the farm. The contract also specifies that “*sponsors will be required to teach and practice trainees “on the job” in daily farming responsibilities and tasks*”. The sponsor farmer is required to maintain close supervision of trainees at all times.
- 3.29 A LBT field officer will visit the students on the farm monthly. In practice however, the students are often transported to the farms by LBT staff, so sponsor farmers are spoken to regularly. The field officer will also assess the students for the unit standards, however the sponsor farmer takes on responsibility for some of the teaching. LBT staff may still conduct teaching of practical units however. One tutor described teaching the students fencing on his own farm for example.

The students are expected to spend two days a week in class during the 44 week programme (one for employment skills and one for agricultural theory).

- 3.30 In our view, the total learning hours delivered compares to the programme document and STEO as follows:

Programme	Learning hours – Programme Document	Learning hours – STEO	Learning hours delivered	% of STEO hours delivered
Employment Skills	N/a	651 learning hours (all teaching)	780 learning hours (all teaching)	120%
Mixed Farm Skills	1271 learning hours (410 teaching and 861 “practical on farm”)	1271 learning hours (1,051 teaching and 220 work experience)	Up to 1,672 learning hours (264 teaching and up to 1,408 “practical on farm”)	Up to 132%

- 3.31 Although it appears that all of the learning hours are being delivered, there is some disparity between what is approved by NZQA, what is entered in STEO and what is actually delivered.
- 3.32 LBT has advised us that in 2016 the Mixed Farm Skills programme has been replaced with a vocational pathway. We have not looked into the delivery of this qualification.
- 3.33 We recommend that for any programmes delivered currently or in the future, that have multiple qualifications, LBT ensures that the programme document submitted for approval to NZQA shows a breakdown of the learning hours between the two qualifications that reflects the actual delivery. We also recommend that for any programmes with a component of work experience hours, that this is reflected in STEO. This will provide greater transparency for TEC when making funding decisions going forward.

### PC 3477 - Land Based Training Certificate in Agriculture (Level Three)

- 3.34 The level three Land Based Training Certificate is delivered from several sites across the North Island, including Palmerston North, Otiwhiti Station (Rangitikei), Taranaki, Ruapehu and Waikato. It is comprised of 120 credits delivered over a 44 week study year. In the 2015 year, the course fees ranged from \$410 (students in employment) to \$3,000 (students living on-site at a training school).
- 3.35 LBT receives SAC funding for delivery of the programme. The number of learners from 2013 to 2015 was:

	2013		2014		2015	
	No. of students	No. of EFTS delivered	No. of students	No. of EFTS delivered	No. of students	No. of EFTS delivered
<b>PC 3477</b>	47	47.5626	56	54.8968	50	48.124

Source: Tertiary Education Commission

- 3.36 The most recent approval document that we reviewed from NZQA was a course change approval in November 2009. The course and qualifications details form records the delivery methods as being tutorials and practical observation. The R0482 sets out 1188 learning hours over 44 weeks, including 176 hours of self-directed learning. These hours are reflected in STEO.
- 3.37 The programme document that was submitted for approval does not break down the learning hours, however it does describe that *“Practical/off-site components are a significant requirement of this qualification”*.
- 3.38 The students enrolled in this qualification are expected to attend classes one or two days a week and work through the theory units in class with their tutors. Although, two students who we spoke to said that they did not attend classes and completed the theory units at home.
- 3.39 The teaching for the practical units differs, depending on the delivery site. Some students complete the programme through farm training schools where they live on-site. The practical learning takes place on the training farm and students are supervised when they are putting into practice what they have learnt.
- 3.40 Those students who are enrolled outside the farm training school are often in employment or find employment during the programme. Often they find a work placement with the assistance of LBT staff. They are expected to continue attending classes one day a week, but will complete the practical components in their place of employment.
- 3.41 One tutor explained that practical learning with the students can take place during the one or two days a week of class time also. Students can go out to the tutors farm and practice the skills required for the quad bike, tractor or fencing units. Once the student is in a placement, the tutor will visit them on the farm, talk to their employer and observe their progress. It seems that visits by the tutor to the farm will commonly occur around once a month.
- 3.42 The type of work placement will vary, but the LBT staff networks assist with finding roles for the student. They may be fulltime farm assistant jobs or part-time roles on farms, such as covering the morning and evening milking.
- 3.43 The course information booklet for the Waikato based trainees states under the heading Practical, *“On farm learning with your employer or his farm manager. Some practical components are also tutored by the course tutor and/or qualified people in a variety of areas.”*
- 3.44 The tutors explained to us that they do not teach students on the farms where they are employed. While the farmers will be aware of the units and skills that the student needs to be competent in, they are not expected to teach the students themselves. The students learn and reinforce the skills they are taught through practical experience on the farms. Students and tutors both explained to us that for some units, the student already has the knowledge required and the tutor just needs to observe and verify that they are competent.
- 3.45 LBT has a process in place for Recognition of Prior Learning (“RPL”) but currently this is only used for students who wish to cross credit units. We recommend that going forward, LBT assess students with prior experience for RPL at the commencement of the programme. Only those courses where RPL is not awarded should then be eligible for funding.
- 3.46 In our assessment the total learning hours for this programme exceed the 1188 hours submitted in STEO when the work experience hours are included. NZQA has confirmed to LBT that in

relation to this programme, NZQA considers that the teaching hours can include practical hours and work experience<sup>3</sup>.

3.47 In our opinion, the different delivery methods should be clearly set out in the programme documents approved by NZQA. Section 9(2)(f)(iv)

### NZ 2212 – New Zealand Certificate in Agriculture (Level Four)

3.48 The Level four New Zealand Certificate is delivered at the same sites as the Level three Land Based Training Certificate. It is a 41 teaching weeks programme comprised of 124-133 credits. The course fee in 2015 was \$410. The NZ Certificate replaced the equivalent National Certificate (NC0986) at the commencement of the 2015 year.

3.49 LBT receives SAC funding for the programme. The number of learners from 2013 to 2015 was:

	2013		2014		2015	
	No. of students	No. of EFTS delivered	No. of students	No. of EFTS delivered	No. of students	No. of EFTS delivered
<b>NC 0986</b>	10	7.2586	11	9.9487		
<b>NZ 2212</b>					15	16.4606

Source: Tertiary Education Commission

3.50 LBT submitted a programme document for approval for the New Zealand Certificate that set out the following learning hours breakdown:

- o Face to face hours 287
- o Self-directed hours 287
- o Practical on-farm 1,066

3.51 The R0482 issued by NZQA treated all of the “practical on-farm” hours as teaching hours and LBT submitted these approved hours into STEO, being 1,353 teaching hours and 287 self-directed learning hours.

3.52 The students enrolled in the level four programme are employed on farms, often in a reasonably senior role (e.g. sharemilker, second in-charge). They are expected to attend classes one day a week and also spend their own time working on assignments. In reality, some students are too busy to attend a full day of class every week, but the tutors will always be available.

3.53 LBT tutors visit the level four students at their place of work and assess their capability. One of the tutors explained that the level four students are usually experienced and capable and in those instances it is not necessary to teach some of the practical units – rather he needs to observe and verify. Some of the units assessed require large projects to be completed (e.g.

<sup>3</sup> Email from Section 9(2)(a) 8 March 2016



running a shearing shed or a mating programme). These are assessed at the end of the programme.

- 3.54 Based on our discussions with tutors and students, in our assessment the delivery of this programme is largely consistent with the learning hours breakdown in the programme document submitted to NZQA for approval. However, this delivery breakdown is not reflected in STEO due to the NZQA approval format previously discussed. **Section 9(2)(f)(iv)**



- 3.55 Also as set out above regarding the level three programme, we recommend that going forward, LBT assess students with prior experience for RPL at the commencement of the programme. Only those courses where RPL is not awarded should then be eligible for funding.

## Programme Delivery Quality Assurance

- 3.56 The Academic and Compliance Co-ordinator at LBT is capable and well organised. She had a good understanding of the programme delivery requirements and could readily access documents and information. She is one of three people from LBT Head Office in Whanganui who regularly visit the delivery sites. The tutors who we spoke to all had a good level of knowledge of the delivery requirements, including the level of teaching hours. They also referred to regular visits from LBT management. This knowledge and the level of oversight demonstrate what (in our view) are effective processes in place for the quality assurance of programme delivery at LBT.

## 4. Verification of Existence of Students and Student Data

4.1 In this section we explain the results from selecting 15 student samples per programme and then reviewing the underlying information for each. The following summarises the process involved to verify the existence of students and their eligibility to enter the programme:

- we sighted enrolment application forms for each student that included signed and dated hardcopy enrolment application forms that were retained on file. We also confirmed whether or not the forms had been appropriately approved and signed by the students or legal guardian and approved by LBT;
- we sighted appropriate supporting information (e.g. birth certificate, passport, recognised prior learning) that had been provided by the student to support their application;
- we reviewed the student details in their enrolment application forms to see if they agreed with the details in LBT's Student Management System ("SMS");
- for those students who had completed their qualification according to LBT's SMS, we reviewed evidence that the students had been assessed by LBT and that this evidence had been retained. We then reviewed whether any National Awards were appropriately reported to NZQA and that all qualification completions were reported to TEC.
- for those students who had not completed their qualification, we confirmed that the unsuccessful completions were accurately submitted in the Single Data Return submitted to TEC.

4.2 We have set out the following summary table of our findings. These findings are expanded upon further below.

Programme	Enrolments and Supporting Information	Details agree between SMS and TEC?	Evidence of ongoing assessment records?	Completions and standards sufficiently reported?
LBT Certificate in Agriculture	✓ Minor issues identified	✓ No issues	✓ No issues	✓ No issues
Introduction to Horticulture	✓ Minor issues identified	✓ No issues	✓ No issues	✓ No issues
Primary Industry Skills	✓ Minor issues identified	✓ No issues	✓ No issues	✓ No issues

National Certificate in Employment Skills	✓ Minor issues identified	✓ No issues	✓ Minor issues identified	✓ No issues
NZ Certificate in Agriculture	✓ Minor issues identified	✓ No issues	✓ No issues	✓ No issues

## Student Enrolments and Supporting Information

4.3 We explain the minor issues identified below.

### LBT Certificate in Agriculture

4.4 Three students enrolled by LBT in the LBT Certificate in Agriculture did not meet LBT's entrance criteria for the programme. LBT had made an exception to its own entrance criteria for this qualification for these three students based on interviews held with the students by tutors employed by LBT. On the results of these interviews LBT was satisfied that the students were capable of completing the course requirements and would be suitable. We note that one student has completed the programme, one is still in progress and one failed to complete the programme.

4.5 We noted for three students that the enrolment date that LBT provided to TEC is prior to the date on the enrolment form that LBT has on file for the student. LBT advised that some students start the programme on a trial basis to demonstrate their commitment. Once LBT is satisfied that the student is committed to the completion of the programme, LBT requires the student to complete an enrolment form. LBT submit a course start date to TEC from the date that they first started attending, which is prior to the signature date on the enrolment documentation.

### Introduction to Horticulture

4.6 We identified two instances where the course start date submitted to TEC is prior to the date the enrolment form was signed by the student. On further investigation, it was determined that these students started the programme after the official start date. Through an administration error at LBT the course start date submitted in the SDR reflected the start date of the course instead of the actual commencement date of the student.

### Primary Industry Skills

4.7 We failed to identify a signed enrolment form for one student who was registered for the Primary Industry Skills programme delivered at the prison. It was determined through discussion with LBT that this student never completed an enrolment form as they were paroled prior to the documentation being signed and did not complete the programme.

### National Certificate in Employment Skills

4.8 For one student who completed the National Certificate in Employment Skills, LBT was unable to provide us with assessment records to evidence completion. We note that this was the only instance where LBT was unable to produce assessment records across all five programmes reviewed.

- 4.9 We identified six instances where the course start date submitted to TEC is prior to the date the enrolment form was signed by the student. On further investigation it was determined that five students started the programme after the official start date. Through an administration error at LBT, the course start date submitted in the SDR reflected the start date of the course instead of the actual commencement date of the student. The remaining student started the course on the day that the course started at LBT, however only signed the enrolment form at a later date.

### **NZ Certificate in Agriculture**

- 4.10 One student enrolled by LBT in the NZ Certificate in Agriculture did not meet LBT's entrance criteria for the programme. LBT had made an exception to its own entrance criteria for this qualification based on an interview held with the student by tutors employed by LBT and the student's prior farming experience. On the results of these interviews LBT was satisfied that the student was capable of completing the course requirements and would be suitable for the course. We note that the student has successfully completed the course.
- 4.11 We noted for ten students that the course start date that LBT submitted in the SDR is prior to the date on the enrolment form that LBT has on file for the student. LBT advised that some students start the programme on a trial basis to demonstrate their commitment. Once LBT is satisfied that the student is committed to the completion of the programme, LBT requires the student to complete an enrolment form. LBT submit a course start date to TEC from the date that they first started attending, which is prior to the signature date on the enrolment documentation. This was the case for five of the students sampled. Three of the students started the programme after the official start date. Through an administration error at LBT, the course start date submitted in the SDR reflected the start date of the programme instead of the actual commencement date of the student. The remaining student started the programme on the day that it started, however only signed the enrolment form at a later date.

### **Level of Evidence Retained**

- 4.12 Other than the issues identified in the table and expanded upon above, LBT were able to produce all documentation requested and required as part of this review.
- 4.13 For the five selected programmes we sighted the written assessments that are required to be completed by all students on attendance of the theory classes. LBT were able to provide these records for all students sampled who had completed them except for one student discussed above.
- 4.14 For all programmes offered by LBT students are required to sign an attendance register or when working offsite have attendance recorded by their field officer. These records indicate what each students activities were on the particular day (e.g. in class, working on farm) and are retained centrally at LBT's office. We were able to locate attendance records for all students selected in our sample.

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