



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

AG Challenge Limited

Date of report: 11 April 2025

About AG Challenge Limited

AG Challenge Limited (AGC Training) provides a blend of face-to-face and classroom-based learning, supported by online learning to youth, secondary school and employed students. Most students are preparing for employment in the agriculture and construction industries.

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| Type of organisation: | Private training establishment (PTE) |
| Location: | 312 No 3 Line, RD12, Whanganui |
| Eligible to enrol international students: | No |
| Number of students: | <p>Domestic: 148 – 63 students (New Zealand Certificate in Construction Trade Skills); 35 students (New Zealand Certificate in Animal Care Level 3); 32 students (New Zealand Certificate in Animal Technology Level 5)</p> <p>Māori 50 per cent; Pasifika 4 per cent; 30 per cent female; 85 per cent of students are under 25, and 74 per cent are under 18. Data for students with a disability is not collected.</p> <p>International: nil</p> |
| Number of staff: | 19.5 full-time equivalents |
| TEO profile: | <p>AG Challenge Limited</p> <p>AGC Training has transitioned from an ownership-led to a board-led governance model with expertise in education, finance and business. Since the last EER, AGC Training has focused on establishing a new leadership team structure and personnel to implement a renewed strategic direction.</p> <p>AGC Training consistently attracts a significant proportion of Māori students (50 per cent) compared with Whanganui's overall Māori population (27 per cent) and compared with New Zealand's overall Māori population of 15.7 per cent.</p> |
| Last EER outcome: | At the last external evaluation and review in 2021, AGC Training was found to be Not Yet |

Confident for both educational performance and capability in self-assessment.

Scope of evaluation:

- New Zealand Certificate in Construction Trade Skills (mainstream and schools) (Level 3) ID: 124058
- New Zealand Certificate in Animal Care (Level 3) ID: 126863
- Leadership and Strategic Focus

MoE number:

9294

NZQA reference:

C58771

Dates of EER visit:

4-6 September 2024

Summary of results

AGC Training offers programmes that enable students to develop the vocational skills sought after by employers. Capability in self-assessment has significantly improved. Within the scoped period, there have been some inconsistencies in educational performance, but robust self-assessment processes have led to significant improvement in educational performance

Confident in educational performance

- Students enjoy the practical, hands-on programmes, gain relevant employment, and enhance their abilities and attributes. Students with low literacy and numeracy levels are supported to succeed, often for the first time. Wrap-around pastoral care promotes student success.

Confident in capability in self-assessment

- Historically, learner achievement across all programmes has been variable. However greater understanding of the reasons for this variability has led to notable improvements in educational performance.
- Inconsistent achievement data was identified by both AGC Training and the Tertiary Education Commission (TEC) and is being corrected.
- AGC Training's objective is to rebuild organisational capability to analyse and use data to inform improvements and student success. AGC Training now has the systems, personnel and leadership to deliver on this intention.
- Teaching staff are qualified and experienced in their respective industries. They use their industry experience to ensure that content and delivery is relevant to industry needs.
- AGC Training has updated and added expertise to its governance and management functions, including appointing key staff with tertiary education experience. These changes have informed a three-year strategic and quality improvement plan from 2022. AGC Training has developed more

proactive monitoring and management systems to improve effectiveness of compliance management.

Key evaluation question findings¹

1.1 How well do students achieve?

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| Performance: | Good |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>AGC Training attracts students who are not employed and those who have not succeeded at school – youth, Māori and students with diverse educational needs. The PTE conducted literacy and numeracy assessments of 113 of 177 students in 2024 who were enrolled in the New Zealand Certificate in Construction Trade Skills (Level 3) (both school and mainstream). Results showed that 85.9 per cent of these students had low literacy and 73.4 per cent low numeracy. This is reflected in variable student achievement across all the programmes offered (refer Appendix 1, Table 1).</p> <p>Small classes enable the tutors to offer one-to-one training and extra tuition to help the students achieve. AGC Training's performance is measured using TEC educational performance indicators for attendance and credit accumulation. Other key metrics are employment outcomes and student satisfaction. Qualification achievement across all programmes was 57 per cent in 2022, rising to 64.6 per cent in 2023.² Analysing withdrawal data for qualification completions would lead to a better understanding of reasons for non-completion.</p> <p>A more significant increase was observed for Māori ākonga. The 2022 qualification rate for Māori was 51.4 per cent, which increased to 70.5 per cent in 2023. These metrics are reported monthly for board oversight and programme team consideration. AGC Training self-identified some inconsistent approaches to measuring educational performance in different programmes. These issues are now being successfully addressed.</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 NZQA notes that the completion rates presented by AGC Training excluded student withdrawals.

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| | <p>Student progress is reviewed individually. The review looks at attendance and achievement and sets goals for the next term. This enables the tutors to set expectations and identify challenges and allows AGC Training to communicate with schools and whānau. The PTE submitted a student outcome improvement plan to the TEC, along with AGC Training's investment plan for 2025. This details the extensive, organisation-wide and programme-specific changes implemented by the board and the new leadership team to resolve performance issues (see focus area 2.3).</p> |
| Conclusion: | <p>Students with low literacy and numeracy levels are supported to succeed, often for the first time. AGC Training needs to keep working to improve its own and government agencies' confidence in the accuracy of the PTE's achievement data. AGC now has the systems, personnel and academic expertise to analyse performance data more rigorously.</p> |

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

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| Performance: | Good |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>Anecdotal information indicates that graduates achieve success following their studies. Some go to work, others back to school, and some to carpentry apprenticeships. AGC Training is beginning to collect the destination data of students moving to further education or employment.</p> <p>AGC Training delivers practical, authentic, real-world learning, in a supportive environment that helps students to succeed, often for the first time. Students gain greater confidence, develop routines and get a taste of work-life commitments. Students improve their wellbeing, confidence and communication skills, all important for success at work. They also make new friends by participating in social activities.</p> <p>AGC Training has Ministry of Social Development (MSD) funding to work with year 11-13 secondary school students in the Whanganui, Rangitikei, Ruapehu and Taumarunui regions by transitioning students into employment and bridging gaps in vocational pathways. The service also</p> |

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| | <p>supports employers to connect with school students in their communities, allowing them to showcase local employment and vocational opportunities for the students.</p> <p>In 2022, AGC Training appointed a cultural advisor with experience teaching within the Te Marautanga o Aotearoa framework. The role helps ākonga and kaimahi better appreciate how to support Māori ākonga. AGC Training is making connections with Māori support agencies and iwi and hapu in its community to enrich the student and staff experience and to add value to AGC Training's kaupapa.</p> |
| Conclusion: | <p>AGC Training is meeting important student and community needs. Students acquire useful skills for work and life. More systematic collection and analysis of destination data would be useful to demonstrate valued outcomes for stakeholders.</p> |

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

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| Performance: | Marginal |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>Programme design and delivery is closely matched to student needs. Students gain knowledge and skills and apply them in real-world work. AGC Training's programmes lead to work-ready graduates with appropriate soft skills to work well with others. All tutors are on site on Mondays and at fortnightly tutor meetings.</p> <p>Most AGC Training tutors have extensive industry experience which supports the relevancy and currency of the programmes. Some are new to teaching and would benefit from completing a tertiary teaching qualification and meeting the consent and moderation requirement of having unit standard 4098. Two new, very experienced and qualified tutors who come with building industry and polytechnic backgrounds have added capability to the carpentry team. Tutorial staff are available to provide one-on-one support for students who might be struggling and need extra guidance.</p> <p>Learning activities are workbook and practice based. Students apply theoretical learning in real-world situations.</p> |

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| | <p>Students can also access further online reference material relevant to their programme, to support greater understanding.</p> <p>Industry has been involved during programme development, including with Type 2 changes and as part of planned alignment with the graduate programme outcomes process. Both internal and external assessment activities occur over a three-year cycle though up to late 2023 internal moderation had not been occurring. Some moderation outcomes have not met requirements and improvement plans have been required. Staff training is beginning to be addressed around moderation best practice and 'train the trainer' professional development and a new policy and procedure for assessment and moderation has been put in place.</p> <p>AGC Training is developing a new approach to programme review. Four staff subgroups have been or are being formed to cover academic, delivery, student support and business development. Tutors will choose their areas of interest and strength to decide which subgroup to join. The effectiveness of these subgroups in driving a collaborative approach to programme review and design is still to be determined.</p> <p>Consistency of teaching and assessment practice has been variable. Improvements in the organisation of programme delivery by programme leads has contributed to better outcomes. Carpentry tutors, some of whom work remotely on school sites, have benefited from improved organisation and consistency in expectations.</p> |
| Conclusion: | AGC Training has focused on improving programme design and delivery to better meet student needs. Tutors are becoming more collaborative and contributing more actively to teaching and learning. Some moderation outcomes have not met requirements. |

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

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| Performance: | Good |
| Self-assessment: | Good |

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| Findings and supporting evidence: | <p>Practical, authentic, real-world learning in a supportive environment helps the students to succeed. AGC Training interviews the students to understand their motivations and expectations and to provide information about the academic and deadline expectations of the programme. The interview also builds trust with the student. Literacy and numeracy requirements specified in the programme entry criteria are now consistently enforced, and tutors are using this information to support student progress.</p> <p>Students have access to transport services to assist them to get to class. On campus they are provided with hot drinks, bread and spreads. Each site has a kitchenette. These services minimise barriers to learning and are appreciated by the students.</p> <p>Fortnightly staff meetings discuss students at risk and initiate measures to support the student and respective staff member. Student feedback has been formalised in 2024. There is a first impressions survey (at about three weeks) and mid- and end-of-year programme surveys. The results are used to understand tutor effectiveness and satisfaction with a course. The 2024 mid-year survey findings were that students feel safe and that their tutors are supportive. The practical nature of the course was identified as a positive by over half of the students, while a further 23 per cent referred to the importance of making new friends and working with others. There were also requests for more practical and less book work.</p> <p>Staff are familiar with the Code of Practice and have an appreciation of their responsibilities under the Code. An annual gap analysis of the Code informs an action plan that in turn informs the annual plan, which is published on the PTE's website. The Code self-review for 2024 will be completed by the student support leadership team. The review for 2023 was completed by management and did not necessarily reflect practice.</p> |
| Conclusion: | <p>Tutorial staff are available to provide one-on-one support for students who might be struggling and need extra guidance. Students enjoy the practical, hands-on training. AGC Training is student-focused and has effective pastoral support for students and staff. Promoting greater understanding of the Code across staff would be beneficial.</p> |

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

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| Performance: | Marginal |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>The senior leadership team is responsible for the management and recruitment of staff to support delivery. Staff have individual employment contracts which outline the key responsibilities of their role. Departmental and individual staff meetings focus on supporting and monitoring delivery. Improvements have been made to the staff induction process.</p> <p>AGC Training has adopted a strengths-based model. Four staff subgroups have been or are planned. Some of these groups had not met at the time of the EER. These groups are intended to improve educational performance and involve staff in decision-making. The student support group has been the most successful to date. They reported feeling better connected, more collegial and having greater understanding of AGC Training as a business.</p> <p>The governing board meets each month to review progress on the annual plan and the board's strategic plan objectives. The chief executive will be reporting to the board on the annual plan implementation. The annual plan will also review the resources and facilities required for delivery and identify risk issues outside the agreed budget. Weekly management meetings between the senior leadership and management teams monitor delivery and progress.</p> <p>The quality management system (incomplete at the time of the EER) is being rebuilt systematically. This is critical as some staff were not familiar with the quality management system and did not follow it when making some important decisions that impacted the students.</p> |
| Conclusion: | Recent changes in governance, management and key staff have led to an increase in educational capability. These changes have also contributed to a much clearer organisational purpose and direction. |

1.6 How effectively are important compliance accountabilities managed?

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| Performance: | Marginal |
| Self-assessment: | Marginal |
| Findings and supporting evidence: | <p>Responsibility for compliance management is dispersed across teams. The senior leadership and management teams have operational responsibility for compliance oversight. The academic manager is responsible for organisational academic compliance and monitoring.</p> <p>A requirement from the 2021 EER report, to accurately report credits for students within three months of assessment, has mostly been met. Late marking of assessments in an agriculture programme was also a concern for students in 2021. Other non-compliances included not following entry requirements in the carpentry programme and continued online delivery of the animal care programme without NZQA approval.</p> <p>Tutors have access to the quality management system and programme approval documents. But these documents are not well understood or used by staff. Tutors produce a monthly report on the programme and student progress, which acts as a monitoring mechanism. Recently introduced programme review documents capture the monitoring and compliance activities specific to the programme. These are reviewed by the management team which makes recommendations to the senior leadership team on ways to improve programme delivery.</p> <p>AGC Training has MSD, TEC and subcontracted funding from another PTE, National Trade Academy. These contracts have been reviewed and updated in 2024. Some findings in recent audits have required changes to AGC Training's practices.</p> <p>AGC Training engages with Waihangā Ara Rau and Muka Tangata, the workforce development councils (WDCs) covering the PTE's training provision. Since the beginning of 2024, AGC Training and Waihangā Ara Rau have been working together to review AGC Training's moderation and assessment practices, and to conduct moderation workshops with staff. AGC Training actively monitors data and feedback provided through workforce development plans and participates in WDC consultations. The PTE's chief executive is a member of the provider advisory group</p> |

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| | <p>for the entry-level and agriculture qualifications development projects.</p> <p>Self-assessment identified that internal moderation processes were not followed. Strengthening moderation capability – including a three-year and annual moderation plan – is a focus area for the quality team. At their on-site visit in 2024, Waihanga Ara Rau suggested that the nine focus areas identified in the PTE’s quality improvement plan for 2024 form the basis of AGC Training’s assurance cycle.</p> <p>When required, a programme is amended and a Type 1 or 2 change is submitted to NZQA for approval. This information is reported as part of the chief executive’s report.</p> |
| Conclusion: | <p>Several non-compliances were noted. AGC Training has developed more proactive monitoring and management systems to improve effectiveness of compliance management.</p> |

Focus areas

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

2.1 New Zealand Certificate in Construction Trade Skills (Level 3) – Secondary Tertiary Partnerships schools (ID: 124058)

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| Performance: | Good |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>AGC Training provides a full-time, on-site programme leading to the New Zealand Certificate in Construction Trades Skills (Carpentry strand) (Level 3). Employers gain work-ready people who can enter the construction industry with foundational knowledge and experience. AGC Training is a leading provider of construction training at foundation level in the Manawatū-Whanganui region. Learning is delivered in two contexts: full-time on site at AGC Training (mainstream), and at construction trades sites at seven regional high schools throughout the lower North Island, which offer dual-pathway programmes.</p> <p>Full-time students construct a three-bedroom, transportable house. Secondary school students also take secondary-tertiary programmes where they study one or two days a week at their schools and achieve level 3 unit standards. They cannot complete the qualification within the school year but can complete by continuing into the following year. Students graduating from this programme can choose to return to school, continue to study with AGC Training and complete their pre-trade course, or enter into work-based learning supported by an employer (apprenticeship).</p> <p>The qualification completion rate improved from 42.4 per cent in 2022 to 58.8 per cent in 2023 and then to 70.6% in 2024. In 2023 there were 63 full-time, on-site students. Of these, 73 per cent completed, while four students were withdrawn for serious misconduct.</p> <p>Construction tutors come from industry. Tutors maintain their industry connections to facilitate student pathways into employment. AGC Training subcontracts with National Trade Academy, which is a Category 1 provider that funds and reports the student credits to NZQA. The AGC Training academic manager reviewed the carpentry programme in</p> |

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| | <p>2024 and identified actions to improve processes. This included the need for better reporting systems, updating memoranda of understanding with National Trade Academy and the schools, and updating NZQA on changes to delivery sites.</p> <p>There has been some historical variability in tutor competence and commitment. However, once identified this was managed well and safeguards were put in place to avoid repetition of the poor behaviour noted by one carpentry tutor at a school site.</p> |
| Conclusion: | Construction programmes provide students with pre-employment training for the wider construction trades as labourers or apprentices. Most tutors are highly experienced and conscientious. Dispersed geographical sites and historical lack of appropriate managerial oversight has led to some variability in delivery. These issues have been recognised and corrected. |

2.2 New Zealand Certificate in Animal Care (Level 3) (ID: 126863)

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| Performance: | Marginal |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>This programme produces graduates who can maintain the welfare of companion animals (dogs, cats, rabbits, rodents and birds) to welfare standards and practices under limited supervision. Animal care graduates may go on to work in animal care facilities and potentially pathway to veterinary nursing. Recently, students have returned to campus-based, face-to-face classes two days a week; supplemented with one day online, one day of self-directed learning and a day of work placement.</p> <p>Knowledge gained in class is put into practice through the work experience placement. Work experience supervisors are advised about what was learnt in class. This enables supervisors to align knowledge gained in class with practical workplace activities. Tutors check in with workplace supervisors regularly by phone.</p> <p>The programme had 35 students in 2023. During 2022 and 2023 the programme was online only. The New Zealand Certificate in Animal Care continued online post-Covid</p> |

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| | <p>without the appropriate NZQA approval. This is a historical non-compliance issue as the animal care programme is now delivered as a blended model. The return to blended learning has led to better engagement between students and tutors, improved pastoral care, and opportunities for tutors to diversify their teaching practices.</p> <p>Professional development involves meeting and learning from animal care tutors at Category 1 providers, in addition to completing adult education qualifications. Some tutors still need to complete a tertiary teaching qualification.</p> <p>The most recent external moderation was positive, with only minor issues to address. The animal tutors will be part of the AGC Training internal moderation group when it begins. This will increase their understanding of the purpose of moderation, and ways in which moderation can contribute to their teaching and learning.</p> |
| Conclusion: | The animal care programme integrates theoretical learning with workplace experience. New tutors would benefit from greater support for their teaching and professional development. |

2.3 Leadership and Strategic Focus

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| Performance: | Good |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>In 2023, AGC Training transitioned from an owner-led to a board-led governance model which included added expertise in education, finance and business. In 2024, a general manager and academic manager were appointed. A change in leadership saw the academic manager take on the additional role of acting chief executive.</p> <p>AGC Training responded to the findings and recommendations from the 2021 EER. They aligned AGC Training's delivery and operating model with the owner/founder's vision and mission statement. This led to the Strategic Direction Plan 2024-2026. This plan recognised the need for a new leadership team structure and personnel to implement the refreshed strategic direction. The aim is to provide a better focus on self-assessment, continuous improvement and governance and management responsibilities.</p> |

| | <p>The number of students being trained through National Trade Academy fell in 2024. This was only noticed by AGC Training on receiving reduced monthly payments from National Trade Academy. NZQA queried the academy about their ongoing confidence in AGC Training. National Trade Academy said they now have confidence in AGC Training, due to the PTE's key staffing changes that have led to much improved communication and consistency of delivery.</p> <p>Progress against NZQA recommendations from the 2021 EER report</p> <table border="1"> <thead> <tr> <th data-bbox="539 649 962 712">Recommendation</th><th data-bbox="962 649 1385 712">Evidence of progress 2021</th></tr> </thead> <tbody> <tr> <td data-bbox="539 712 962 1196">Continue to develop the collection of data for self-assessment, and build organisation-wide capability in analysing and using this data</td><td data-bbox="962 712 1385 1196"> <p>Data collection is increasingly more accurate and able to be used to inform changes</p> <p>AGC Training has developed leadership groups to support movement of information up and down staff levels. This has met with a positive response from staff</p> <p>AGC Training has tracking systems in place for reporting and analysing performance data, and is starting to use these more effectively</p> </td></tr> <tr> <td data-bbox="539 1196 962 1615">Continue to strengthen capability in internal and external moderation processes and assessment practice</td><td data-bbox="962 1196 1385 1615"> <p>Understanding of moderation beyond a compliance activity has been socialised and is ongoing</p> <p>Close contact with the relevant WDCs is adding to capability for pre- and post-assessment moderation</p> <p>Professional development around tertiary teaching qualifications is underway for staff new to teaching</p> </td></tr> <tr> <td data-bbox="539 1615 962 2029">Develop stronger processes to understand, monitor, review and respond to important compliance requirements</td><td data-bbox="962 1615 1385 2029"> <p>Code of Practice self-review was well thought out</p> <p>Credit reporting now mostly compliant</p> <p>Administrative systems are being strengthened to ensure that the organisation manages its compliance requirements openly and proactively</p> <p>Compliance responsibilities and accountabilities of all</p> </td></tr> </tbody> </table> | Recommendation | Evidence of progress 2021 | Continue to develop the collection of data for self-assessment, and build organisation-wide capability in analysing and using this data | <p>Data collection is increasingly more accurate and able to be used to inform changes</p> <p>AGC Training has developed leadership groups to support movement of information up and down staff levels. This has met with a positive response from staff</p> <p>AGC Training has tracking systems in place for reporting and analysing performance data, and is starting to use these more effectively</p> | Continue to strengthen capability in internal and external moderation processes and assessment practice | <p>Understanding of moderation beyond a compliance activity has been socialised and is ongoing</p> <p>Close contact with the relevant WDCs is adding to capability for pre- and post-assessment moderation</p> <p>Professional development around tertiary teaching qualifications is underway for staff new to teaching</p> | Develop stronger processes to understand, monitor, review and respond to important compliance requirements | <p>Code of Practice self-review was well thought out</p> <p>Credit reporting now mostly compliant</p> <p>Administrative systems are being strengthened to ensure that the organisation manages its compliance requirements openly and proactively</p> <p>Compliance responsibilities and accountabilities of all</p> |
|---|--|----------------|---------------------------|---|--|---|--|--|--|
| Recommendation | Evidence of progress 2021 | | | | | | | | |
| Continue to develop the collection of data for self-assessment, and build organisation-wide capability in analysing and using this data | <p>Data collection is increasingly more accurate and able to be used to inform changes</p> <p>AGC Training has developed leadership groups to support movement of information up and down staff levels. This has met with a positive response from staff</p> <p>AGC Training has tracking systems in place for reporting and analysing performance data, and is starting to use these more effectively</p> | | | | | | | | |
| Continue to strengthen capability in internal and external moderation processes and assessment practice | <p>Understanding of moderation beyond a compliance activity has been socialised and is ongoing</p> <p>Close contact with the relevant WDCs is adding to capability for pre- and post-assessment moderation</p> <p>Professional development around tertiary teaching qualifications is underway for staff new to teaching</p> | | | | | | | | |
| Develop stronger processes to understand, monitor, review and respond to important compliance requirements | <p>Code of Practice self-review was well thought out</p> <p>Credit reporting now mostly compliant</p> <p>Administrative systems are being strengthened to ensure that the organisation manages its compliance requirements openly and proactively</p> <p>Compliance responsibilities and accountabilities of all</p> | | | | | | | | |

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| | | staff are understood and mostly well managed |
| | Implement processes to engage with graduates and graduate employers to enable a greater understanding of both the value gained and for continued programme development purposes | The organisation is embracing an AGC Training educational model (the vocational model) which requires strong partnerships with industry and the support of community service providers AGC Training is well connected with employers. Processes to connect with graduates are being developed |
| | Continue to strengthen self-assessment and improvement strategies in relation to achieving strong outcomes for Māori students | Outcomes from 2022 and 2023 revealed overall qualification completion rates for Māori improved from 51.4 per cent to 70.5 per cent Appointment of a cultural adviser who supports all students, but Māori students in particular |
| | Consider strategies to increase capability in academic leadership | New academic staff appointments of experienced tertiary educators Professional development is in place to build leadership capability across all staff roles |
| Conclusion: | AGC Training has recruited staff to key academic and leadership roles. This has enabled the development of a shared strategic direction that aligns with the owner's original mission and vision, is supported by the board, and is responsive to stakeholder needs. | |

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that AG Challenge Limited consider:

- Reviewing all self-assessment processes to determine their effectiveness.
- Reviewing the four staff subgroups to gauge how well they are meeting their intended purpose.
- The analysis of withdrawal data to better understand reasons for non-completion.
- Gathering and analysing information on students with disabilities.
- Promoting greater understanding of the Code across all staff.
- Supporting all staff to gain a tertiary teaching qualification.
- Promoting professional development opportunities for all staff, particularly new staff.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix 1

Table 1. Focus area programmes 2.1 and 2.2

| Qualification completions in the New Zealand Certificate in Animal Care (Level 3) and the New Zealand Certificate in Construction Trade Skills (Level 3) (mainstream and schools programmes) 2021-23 | | | | |
|--|---------------------------|--------|-------|-------|
| | 2021 | 2022 | 2023 | 2024 |
| NZ Certificate in Animal Care (Level 3) | 100% | 43.4%* | 91.6% | 63.6% |
| NZ Certificate in Construction Trade Skills (Level 3), AGC programme (mainstream) | 70% | 70% | 81% | 92% |
| NZ Certificate in Construction Trade Skills, Schools (Level 3), Secondary Tertiary Partnerships schools** | No data provided for 2021 | 42.4% | 58.8% | 70.6% |

Reference: SMS – Wisenet and programme evaluation reports 2021-23.

*This programme was online in 2022.

**This programme is funded by National Trade Academy.

Data provided by AGC Training.

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 fraud³*
- 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.*

³ 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 2021, 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 including ITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 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, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. 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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