



# Self-Assessment Report 2023

## Our Values

*"We are all whanau, we succeed together, your success is my success"*

|  |   |   |  |
|--|---|---|--|
| <p>We will lead by example and do what we say we are going to do</p>  | <p>Everyone Matters</p>                              | <p>Diversity is part of our DNA</p>               | <p>Lifelong learning is for all of us</p>              |
| <p>We will act in ways that are fair, honest, ethical, and just</p>   | <p>Collaboration and innovation are encouraged</p>  | <p>We acknowledge and celebrate achievement</p>  | <p>We will be diligent and strive to be the best</p>  |

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## Land Based Training Overview

Land Based Training (LBT) was established in 1996 and is a market leader in the Primary and PTE sectors. LBT operates tertiary training programmes across New Zealand, leading to qualifications from levels 1 to 5. LBT also offers short courses, literacy and numeracy and partnership programmes with Iwi, communities, and industry.

|                              |  |                            |             |
|------------------------------|--|----------------------------|-------------|
| <b>Type of organisation:</b> | Private training establishment (PTE)   |                            |             |
| <b>Location:</b>             | Head Office: 191 St Hill Street Whanganui<br>Delivery Sites  |                            |             |
| <b>Code signatory:</b>       | Yes  |                            |             |
| <b>Programmes:</b>           | See Appendix 2.  | <b>Number of learners:</b> | 1527 (2022) |
| <b>MoE Number:</b>           | 8045   | <b>NZQA ref:</b>           | C35545      |
| <b>Last EER outcome:</b>     | Confident in educational performance (2019)<br>Confident in its capability in self-assessment (2019) |                            |             |

## Land Based Training - Learner Philosophies

### NGA WHAI PAINGA (The Values)

*"We are all whanau, we succeed together, your success is my success".*

- *Te Pae Tawhiti: Strategic educational planning is forward focused and adaptable to meet the changing needs of education.*
- *Kotahitanga: Collaboration and consultation with all stakeholders will inform education strategy.*
- *Nga Huangā: Educational strategies distribute benefits to learners, whanau, iwi/hapu/marae, community and Aotearoa.*
- *Whakamarama: Teaching pedagogy and process will support learners on a journey to enlightenment.*
- *Awhi: Learner wellbeing is holistic, advanced, embraced, cherished and protected.*

### NGA TUMANAKO (The Aims)

*"Create an education experience that empowers and supports learners to embark on their own learning journey to success".*

- *Provide a learning experience that equips learners with skills and knowledge for life-long learning.*
- *Empower and supports learners to embark on their own learning journey to success.*
- *Create policies and practices that offer each learners the individual support the learner needs to succeed.*
- *Partnering with learners to provide a learning environment that is inclusive, responsive, adaptable, and tailored to support every learner to succeed.*

### NGA ARA KI TE MARAMA (The Pathways to Success)

*"The learner pathway to success is planned, involves integrated partnerships and solutions that are managed, monitored and reviewed for effectiveness".*

#### Kotahitanga

*Collaboratively designing, reviewing, and improving our education programmes for the benefit of our clients, learners and stakeholders.*

- *Manaakitanga: Working with all our clients, learners, and stakeholders to provide facilities that are welcoming and meet the needs of our service delivery.*
- *Whanaungatanga: Bringing people together (as Whanau) to improve academic achievement through teaching practices such as Ako and shared experiences.*
- *Mana Whenua: Acknowledging and respecting mana whenua and the special cultural significance that is in existence today.*
- *Kaitiakitanga: Understanding and respecting the kinship between living beings and the natural world.*
- *Mana Tupuna: Understanding and respecting the power through decent of the mana whenua.*
- *Te Reo: Accepting and respecting Te Reo Māori as an official language of New Zealand.*
- *Wairuatanga: Acknowledging the beliefs of all our clients, learners and stakeholders.*

## Key Statistics 2022

### Course Completions

| Course Completions | 2019    |         |       | 2020    |         |        | 2021    |         |        | 2022    |         |        |
|--------------------|---------|---------|-------|---------|---------|--------|---------|---------|--------|---------|---------|--------|
|                    | SAC 1&2 | SAC 3&4 | YG    | SAC 1&2 | SAC 3&4 | YG     | SAC 1&2 | SAC 3&4 | YG     | SAC 1&2 | SAC 3&4 | YG     |
| All Learners       | 63.6%   | 72.7%   | 44.3% | 47.80%  | 64.30%  | 63.00% | 69.40%  | 71.10%  | 66.10% | 45.04%  | 70.02%  | 71.4%  |
| Māori Learners     | 61.2%   | 67.5%   | 43.7% | 43.30%  | 55.10%  | 52.00% | 66.90%  | 62.10%  | 66.00% | 41.60%  | 63.10%  | 79.80% |
| Pasifika Learners  | 62.3%   | 60.8%   | 54.3% | 44.90%  | 44.80%  | 68.9   | 91.10%  | 61.80%  | 23.20% | 43.70%  | 65.90%  | 62.40% |

### Programme Completions

| Year | YG     | SAC 1/2 - DQ1-2 | SAC 3+ - DQ3-7 |
|------|--------|-----------------|----------------|
| 2019 | 30.20% | 75%             | 51.50%         |
| 2020 | 35.00% | 37.90%          | 60.20%         |
| 2021 | 16.70% | 36.70%          | 61.20%         |
| 2022 | 36.40% | 41.80%          | 65.40%         |

### Learner Progression

| Learner Progression | 2019   |        | 2020   |        | 2021   |               | 2022   |               |
|---------------------|--------|--------|--------|--------|--------|---------------|--------|---------------|
|                     | SAC    | YG     | SAC    | YG     | SAC    | YG            | SAC    | YG            |
| All Learners        | 29%    | 61.10% | 19.80% | 35.70% | 26.60% | Not available | 22.1%  | 10%           |
| Māori Learners      | 31.60% | 63.60% | 24.80% | 37.50% | 20.10% | Not available | 21.40% | 16.7%         |
| Pasifika Learners   | NA     | NA     | 28.00% | 50.00% | 28.60% | Not available | 15.00% | Not available |

**Overall Course Completions by Programme and Site - 2022**

| <b>Qualification Code</b> | <b>Qualification Title</b>  | <b>Level</b>             | <b>Course Completion %</b> |
|---------------------------|---|--------------------------|----------------------------|
| NZ2211                    | New Zealand Certificate in Primary Industry Production Management (Level 5) | 5                        | 88.89%                     |
|                           |   |                          |                            |
|                           | <b>Site</b>   | <b>Course Completion</b> |                            |
|                           | Fairlight   |                          | 100%                       |
|                           | Otiwhiti  |                          | 83.33%                     |
| <b>Qualification Code</b> | <b>Qualification Title</b>  | <b>Level</b>             | <b>Course Completion %</b> |
| NCEP1T                    | Vocational Pathway - Construction & Infrastructure                          | 2                        | 49.55%                     |
|                           |   |                          |                            |
|                           | <b>Site</b>   | <b>Course Completion</b> |                            |
|                           | Hawera  | Civil                    | 22.02%                     |
|                           | Masterton   | Build                    | 42.05%                     |

|                           |   |                          |                            |        |
|---------------------------|---|--------------------------|----------------------------|--------|
|                           |   | Rotorua                  | Build                      | 29.41% |
|                           |   | Wairoa                   | Civil                      | 91.34% |
|                           |   | Waitara                  | Civil                      | 20.65% |
|                           |   | Whanganui                | Civil                      | 43.75% |
| <b>Qualification Code</b> | <b>Qualification Title</b>              | <b>Level</b>             | <b>Course Completion %</b> |        |
| NCEP3T                    | Vocational Pathway - Primary Industries | 2                        | 51.22%                     |        |
|                           |   |                          |                            |        |
|                           | <b>Site</b>                             | <b>Course Completion</b> |                            |        |
|                           | Hastings                                | Hort                     | 47.94%                     |        |
|                           | Jerusalem                               | Ag                       | 100.00%                    |        |
|                           | Marton                                  | Hort                     | 42.45%                     |        |
|                           | Palm Nth                                | Ag                       | 52.96%                     |        |
|                           | Palm Nth                                | Api                      | 71.64%                     |        |
|                           | Stratford/Te Rua                        | Ag                       | 45.71%                     |        |
|                           | Te Awamutu                              | Ag                       | 34.38%                     |        |
| <b>Qualification Code</b> | <b>Qualification Title</b>              | <b>Level</b>             | <b>Course Completion %</b> |        |
| NZ2212                    | NZ Certificate in Agriculture (Level 4) | 4                        | 62.92%                     |        |
|                           |   |                          |                            |        |
|                           | <b>Site</b>                             | <b>Course Completion</b> |                            |        |
|                           | Otiwhiti                                |                          | 100.00%                    |        |

|  |           |  |        |
|--|-----------|--|--------|
|  | Palm Nth  |  | 0.00%  |
|  | Whangarei |  | 60.87% |

| <i>Qualification Code</i> | <i>Qualification Title</i>                                      | <i>Level</i>             | <i>Course Completion %</i> |
|---------------------------|---|--------------------------|----------------------------|
| NZ2215                    | NZ Certificate in Primary Industry Operational Skills (Level 3) | 3                        | 71.63%                     |
|                           |   |                          |                            |
|                           | <b>Site</b>   | <b>Course Completion</b> |                            |
|                           | Fairlight   |                          | 100.00%                    |
|                           | Masterton   |                          | 77.78%                     |
|                           | Ngataki   |                          | 95.37%                     |
|                           | Otiwhiti  |                          | 94.74%                     |
|                           | Paetawa Stn   |                          | 71.43%                     |
|                           | Palm Nth  |                          | 26.26%                     |
|                           | Stratford/Te Rua  |                          | 66.67%                     |
|                           | Waitara   |                          | 80.00%                     |
|                           | Whangarei   |                          | 90.91%                     |
| <i>Qualification Code</i> | <i>Qualification Title</i>                                      | <i>Level</i>             | <i>Course Completion %</i> |
| NZ2220                    | NZ Certificate in Agriculture (Farming Systems) (Level 3)       | 3                        | 70.23%                     |



|  |                           |   |                          |                            |
|--|---------------------------|---|--------------------------|----------------------------|
|  |                           |   |                          |                            |
|  |                           | <b>Site</b>   | <b>Course Completion</b> |                            |
|  |                           | Ngataki   |                          | 100.00%                    |
|  |                           | Otiwhiti  |                          | 89.90%                     |
|  |                           | Palm Nth  |                          | 1.90%                      |
|  |                           | Stratford/Te Rua  |                          | 50.00%                     |
|  |                           | Whangarei   |                          | 81.29%                     |
|  | <b>Qualification Code</b> | <b>Qualification Title</b>  | <b>Level</b>             | <b>Course Completion %</b> |
|  | NZ2217                    | NZ Certificate in Agriculture (Pastoral Livestock Production) (Level 3) | 3                        | 100.00%                    |
|  |                           |   |                          |                            |
|  |                           | <b>Site</b>   | <b>Course Completion</b> |                            |
|  |                           | Jerusalem   |                          | 100%                       |
|  |                           |   |                          |                            |
|  | <b>Qualification Code</b> | <b>Qualification Title</b>  | <b>Level</b>             | <b>Course Completion %</b> |
|  | NZ2223                    | NZ Certificate in Apiculture (Level 3)                                  | 3                        | 75.65%                     |
|  |                           |   |                          |                            |
|  |                           | <b>Site</b>   | <b>Course Completion</b> |                            |
|  |                           | Hastings FT   |                          | 16.14%                     |
|  |                           | Ashhurst  | PT                       | 60.53%                     |

|  |                |    |         |
|--|----------------|----|---------|
|  | Christchurch   | PT | 73.52%  |
|  | Hamilton       | PT | 77.82%  |
|  | Hasting PT     | PT | 82.98%  |
|  | Lower Hutt     | PT | 77.41%  |
|  | Mangere        | PT | 82.89%  |
|  | Marton         | PT | 92.67%  |
|  | Matamata       | PT | 76.96%  |
|  | Nelson         | PT | 61.33%  |
|  | New Start      | PT | 66.67%  |
|  | Normanby       | PT | 68.40%  |
|  | Nth Auckland   | PT | 95.16%  |
|  | Ohakune        | PT | 91.32%  |
|  | Otaki          | PT | 56.18%  |
|  | Palm Nth       | PT | 57.25%  |
|  | Pukekohe       | PT | 70.04%  |
|  | Settlers Honey | PT | 100.00% |
|  | Taumarunui     | PT | 65.93%  |
|  | Taupo          | PT | 95.97%  |
|  | Tauranga       | PT | 85.53%  |
|  | Te Awamutu     | PT | 86.25%  |
|  | Te Kuiti       | PT | 89.72%  |
|  | Upper Hutt     | PT | 77.40%  |
|  | Whanganui      | PT | 77.44%  |
|  | Whangarei      | PT | 78.10%  |
|  |                |    |         |

| <i>Qualification Code</i> | <i>Qualification Title</i>                                  | <i>Level</i>             | <i>Course Completion %</i> |
|---------------------------|---|--------------------------|----------------------------|
| NZ2443                    | New Zealand Certificate in Pest Operations (Level 3)        | 3                        | 66.89%                     |
|                           |   |                          |                            |
|                           | <b>Site</b>   | <b>Course Completion</b> |                            |
|                           | Hastings  |                          | 77.54%                     |
|                           | Kaikohe   |                          | 56.06%                     |
|                           | Marton  |                          | 46.40%                     |
|                           | Ohakune   |                          | 71.43%                     |
|                           | Raetihi   |                          | 86.36%                     |
|                           | Rotorua   |                          | 86.36%                     |
|                           | Waitara   |                          | 84.62%                     |
|                           | Whanganui - Blended   |                          | 46.85%                     |
|                           | Whangarei   |                          | 62.50%                     |
| <i>Qualification Code</i> | <i>Qualification Title</i>                                  | <i>Level</i>             | <i>Course Completion %</i> |
| NZ2677                    | New Zealand Certificate in Horticulture (General) (Level 3) | 3                        | 63.33%                     |
|                           |   |                          |                            |
|                           | <b>Site</b>   | <b>Course Completion</b> |                            |
|                           | Christchurch  |                          | 44.32%                     |
|                           | Marton  |                          | 55.06%                     |
|                           | New Plymouth  |                          | 58.72%                     |
|                           | New Start Gardens   |                          | 81.44%                     |

|  |                           |   |                          |                            |
|--|---------------------------|---|--------------------------|----------------------------|
|  |                           | Taumarunui  |                          | 72.73%                     |
|  |                           | Te Hape   |                          | 72.73%                     |
|  |                           |   |                          |                            |
|  | <b>Qualification Code</b> | <b>Qualification Title</b>  | <b>Level</b>             | <b>Course Completion %</b> |
|  | NZ2681                    | New Zealand Certificate in Organic Primary Production (Level 4)     | 3                        | 100.00%                    |
|  |                           |   |                          |                            |
|  |                           | <b>Site</b>   | <b>Course Completion</b> |                            |
|  |                           | Jerusalem   |                          | 100%                       |
|  |                           |   |                          |                            |
|  | <b>Qualification Code</b> | <b>Qualification Title</b>  | <b>Level</b>             | <b>Course Completion %</b> |
|  | NZ2685                    | New Zealand Certificate in Sustainable Primary Production (Level 4) | 3                        | 65.04%                     |
|  |                           |   |                          |                            |
|  |                           | <b>Site</b>   | <b>Course Completion</b> |                            |
|  |                           | Hastings  |                          | 100.00%                    |
|  |                           | Jerusalem   |                          | 87.50%                     |
|  |                           | Marton  |                          | 56.67%                     |
|  |                           | Matipo  |                          | 55.45%                     |
|  |                           | New Plymouth  |                          | 73.38%                     |
|  |                           | New Start Gardens   |                          | 35.00%                     |

|                           |  |            |                   |                            |
|---------------------------|--|------------|-------------------|----------------------------|
|                           |  | Taumarunui |                   | 66.67%                     |
|                           |  |            |                   |                            |
| <b>Qualification Code</b> | <b>Qualification Title</b>               |            | <b>Level</b>      | <b>Course Completion %</b> |
| TSFM01                    | TSFM01 Fencing Maintenance and Safety L3 |            | 3                 | 83.33%                     |
|                           |  |            |                   |                            |
|                           | <b>Site</b>                              |            | Course Completion |                            |
|                           | Hawkes Bay Prison                        |            |                   | 83.33%                     |

| <i><b>Learners Identified With an Impairment (Disability Stats) – 2023 YTD</b></i> |              |                   |        |
|--|--------------|-------------------|--------|
| Total Number of Learners Enrolled  | 514          |                   |        |
| Total number identify disability   | 96           | 18.68%            |        |
| <b>Ethnicity</b>   |              |                   |        |
| Māori  | 289          | 56.23%            |        |
| Pasifika   | 19           | 3.70%             |        |
| Non-Māori  | 206          | 40.08%            |        |
|  |              |                   |        |
| <b>Disability identified</b>   | <b>Total</b> | <b>Identified</b> |        |
| Female   | 263          | 55                | 20.91% |
| Male   | 249          | 41                | 16.47% |
| Gender Diverse   | 2            | 0                 | 0.00%  |
|  |              |                   |        |
| Māori  | 289          | 50                | 17.30% |
| Pasifika   | 19           | 3                 | 15.79% |
| Non-Māori  | 206          | 43                | 20.87% |
|  |              |                   |        |
| <b>Age Range for Identified Disability</b>   |              |                   |        |
| 15 to 18   | 111          | 19                | 17.12% |
| 19 to 24   | 129          | 14                | 10.85% |
| 25 to 30   | 66           | 13                | 19.70% |
| 31 to 39   | 61           | 12                | 19.67% |
| 40 to 49   | 58           | 18                | 31.03% |
| 50 to 59   | 53           | 12                | 22.64% |
| 60 plus  | 36           | 8                 | 22.22% |

### *Learners Identified with an Impairment (Disability Stats) - 2022*

|                                   |              |                   |        |
|-----------------------------------|--------------|-------------------|--------|
| Total Number of Learners Enrolled | 1527         |                   |        |
| Total number identify disability  | 320          | 20.96%            |        |
| Ethnicity                         |              |                   |        |
| Māori                             | 751          | 49.18%            |        |
| Pasifika                          | 25           | 1.64%             |        |
| Non-Māori                         | 751          | 49.18%            |        |
|                                   |              |                   |        |
| <b>Disability identified</b>      | <b>Total</b> | <b>Identified</b> |        |
| Female                            | 753          | 162               | 21.51% |
| Male                              | 765          | 157               | 20.52% |
| Gender Diverse                    | 9            | 1                 | 11.11% |
|                                   |              |                   |        |
| Māori                             | 751          | 157               | 20.91% |
| Pasifika                          | 25           | 5                 | 20.00% |
| Non-Māori                         | 751          | 128               | 17.04% |
|                                   |              |                   |        |

### *Graduate Employment /Outcomes (under 25)*

| <i>Learner group</i> | <i>Employment Outcome Year (post-graduation)</i> | <i>LBT Graduates Still employed</i> | <i>National PTE average still employed</i> |
|----------------------|--|-------------------------------------|--|
| <i>Under 25yrs</i>   | <i>Year 1</i>                                    | <b>43.1%</b>                        | <b>52.40%</b>                              |
|                      | <i>Year 3</i>                                    | <b>47.40%</b>                       | <b>59.80%</b>                              |
|                      | <i>Year 5</i>                                    | <b>59.40%</b>                       | <b>60.20%</b>                              |
|                      | <i>Year 7</i>                                    | <b>71.80%</b>                       | <b>58.60%</b>                              |

### *Graduate Employment /Outcomes*

| <i>Graduate Outcomes<br/>(All funding, all ethnicity, all age &amp; sex)</i> | <i>All Graduate Outcomes Percentage</i> |                   |                   |
|--|---|-------------------|-------------------|
|  | <i>Year 1</i>                           | <i>Year 3</i>     | <i>Year 5</i>     |
|  | <i>Employment</i>                       | <i>Employment</i> | <i>Employment</i> |
| <i>Māori/Pacifica (LBT)</i>  | <b>30.9%</b>                            | <b>42%</b>        | <b>54.50%</b>     |
| <i>All (LBT)</i>   | <b>43.1%</b>                            | <b>47.5%</b>      | <b>66%</b>        |
| <i>National Average<br/>Māori/Pacifica</i>                                   | <b>36.4%</b>                            | <b>50.8%</b>      | <b>51.40%</b>     |
| <i>National Average (ALL)</i>  | <b>52.4%</b>                            | <b>59.8%</b>      | <b>60.2%</b>      |



| NZ MAORI LEARNER PARTICIPAION (BY YEAR) *   |        |      |        |      |                |
|---|--------|------|--------|------|----------------|
| ETHNICITY   | 2019   | 2020 | 2021   | 2022 | 2023           |
| NZ Māori  | 52.10% | 50%  | 50.90% | 50%  | **56%<br>(YTD) |
| <b>LBT Target:</b>  | 40%    | 40%  | 40%    | 40%  | 40%            |
| <p><i>The 2022 TEC Annual Report states that participation for Māori in Tertiary Education, NZ-wide is 20%. LBT is well above the sector average and very highly represented by Māori Learners.</i></p> |        |      |        |      |                |

## Self-Assessment 2023

Self-Assessment is embedded in all aspects of delivery at Land Based Training Ltd (LBT).

At times this is a formalised approach and a regular agenda item at team and management meetings.

At other times, it is informal or anecdotal and capturing this is an important aspect of continuous improvement that has supported LBT growth and development over recent years.

We view self-assessment as a living document that is reflected on and implemented in teaching and learning environments in active, practical and meaningful ways.

Our focussed, knowledgeable staff have current industry connections, and our nimble approach to growth and change is both reflective and proactive.

Our stakeholder-centric approach responds to the needs of learners, iwi/hapu/marae, community, and industry stakeholders, always with a view to relationship building and co-creation.

Many of our teaching staff are actively working in their specialist fields and bring direct knowledge transfer that only occurs when working simultaneously in both education and industry.

This is invaluable as it significantly reduces the gap between education and our industry stakeholders.

Learners are not just at the centre of LBT reflexive practice, but also help form and grow this practice as active participants.

Learners regularly contribute to online forums, one-on-one discussions, group meetings, formalised evaluations and informal discussions.

Our learners and key stakeholders are valued and are front and centre in self-assessment processes and knowledge transfer.

## Previous EER Outcomes (2019)\*

*LBT is meeting many of the important needs of its learners and other stakeholders. However, programme and qualification completion rates require focused attention. LBT's education systems contribute to valued outcomes. LBT is now working to embed new quality assurance systems to strengthen its education offer.*

### **Confident in educational performance**

- Overall educational achievement results show inconsistent programme and qualification outcomes.
- For learners who complete their programme of study, LBT provides useful and relevant work and life skills.
- Employers and community stakeholders highly value LBT's educational provision.
- There is evidence of coherent and complete learning materials.

### **Confident in capability in self-assessment**

- Tutors at LBT are experienced and knowledgeable in their subject and industry areas.
- LBT is still in the process of stabilising as a large education provider. New quality assurance systems are generally at the design and testing stage and are yet to be fully embedded within the organisation.
- LBT has maintained effective systems to manage its key accountability responsibilities.

\*NZQA indicator statements used for EER

- Category 1: two Highly Confident judgements, or a Highly Confident judgement for educational performance and a Highly Confident/Confident judgement for self-assessment capability
- Category 2: two Confident judgements, or a Highly Confident judgement in self-assessment and a Confident judgement in educational performance
- Category 3: any Not Yet Confident judgement
- Category 4: any Not Confident judgement.

## Recommendations from 2019 EER

**Recommendation 1:** Set in place an education-centred plan that focuses on achieving better overall programme qualification outcomes for learners.

**Response/Actions:** LBT Has a newly developed Learner Success Plan (LSP) This is a progressive and outcomes focused 'roadmap to success' that works alongside our Disability Action Plan (DAP) to support continuous improvement for all of our priority groups including Māori, youth, low income, low L&N and impairment affected learners. Actions from both plans have responsibility designations and timeframes allocated to each item. Many of the improvements detailed on the plan have already been made operational and show marked progress since the previous EER.

Completed and ongoing actions since 2019 that enhance the overall LBT education-centred plan include a number of new management positions that support outcomes for learners. A General Manager position has been created to support academic staff and free up time for the Managing Director to focus more intensively on stakeholder interaction and strategy. An additional Operations Manager has also joined the team to support teaching staff and learners. There are now two Operations Managers and an Operations Lead who are allocated regions of the country in which to provide 'on the ground' support to teaching staff, learners, and key stakeholders.

To further improve outcomes for learners, a Digital Operations Manager (with 2x admin support) was appointed in 2021. The primary purpose of this role was to create blended learning opportunities and a supported digital learning platform for all learners. This position also enables digital resource development and professional development for teaching staff. The positive results of this development are now being demonstrated through learner satisfaction. The marked differences are within learners who require remote and home-based flexible learning options; and also (in a general sense) young learners who are 'digital natives' and prefer online learning to a paper-based system (even within in the classroom).

**\*See Appendices: LSP and DAP**

**Recommendation 2:** Gather data to determine whether its provision has met its goal of providing enhanced work opportunities for the learners.

**Response/Actions:** Statistics indicate improvements to date, and new LSP and DAP support further improvements and 'gap closing' over the next 18 months for medium-term outcomes, through to 5 years for sustained long-term outcomes and goals.

Recently we introduced online surveys incentivised with draws for grocery vouchers. This new initiative has provided an alternative to paper-based surveys and the improvement in uptake is significant. This move is providing us with a much better picture of overall and individual learner wellbeing and is an important improvement relating to learner success.

The general wellbeing of learners is addressed in an ongoing way through regular learner-tutor interactions, social media groups, Canvas 'Big Blue Button' and correspondence with Operations Managers.

LBTs response to government incentives that support and enhance work opportunities has been swift and significant. Engagement with the *Provincial Growth Fund*, *Jobs for Nature*, *Taskforce Green* and *Marae Build* projects are all examples of enhancement to work opportunities that directly align with government priorities.

LBT is also highly responsive to specific new industry requirements where more skilled workers are required, and learning opportunities are not currently available. Current examples of these responsive initiatives include sheep-milking content for the *Central North Island Sheep Milking Collective* and a programme currently being developed to support wild game (meat) processing for marae-based industries.

**Recommendation 3:** Collate stakeholder views in a more systemic and regular way to strengthen programme design.

**Response/Actions:** Over the last three years these processes have been strengthened considerably. Learner views are being captured and collated more effectively (as above), Employer views are being captured and collated more effectively also, and are regularly an important aspect of Consistency Reviews, Self-Assessment, and programme design.

Over the last 2 years LBT has undertaken extensive new programme development in direct response to industry need and learner priorities. New programme design and changes to programmes require evidence of extensive stakeholder consultation and in the case of iwi/hapu/marae focused programmes, full co-creation.

Consistency reviews are a regular part of the academic calendar and require systematic gathering of graduate and employer feedback relating to the value of our programme design and learning outcomes. Results for these reviews are consistently positive and demonstrate the value and relevance of LBT programmes to targeted stakeholders.

The introduction of Workforce Development Councils (WDCs) to the tertiary environment has provided an additional avenue for stakeholder engagement that is directly quantifiable and accountable through associated compliance measures and direct industry relationships. LBT is fully engaged in the associated WDC priorities, and in particular those of Muka Tangata and Waihanga Ara Rau. In addition to moderation schedules, LBT has been involved with regular engagement meetings, online professional development sessions and has hosted site visits. A recent example was Muka Tangata being hosted at Otiwhiti Farm to moderate practical assessments and review the general delivery. Reporting from this visit was highly favourable.

**Recommendation 4:** Complete programme design review as advised by the EER team, and within that give consideration to matters such as the number of hours that direct delivery may require to improve learning outcomes.

**Response/Actions:** LBT has a very responsive approach to programme design and is agile in its responses to industry needs. Over the last 2 years all of the LBT programmes and have been reviewed (or are in the process) of re-design to be 'best-fit' for your learners, employers and industries. For level 3 and above this has meant a full programme re-design and a move to 'modular' delivery. It also means that all level 3+ programmes are available in blended delivery, and part-time or fulltime modes. Level 1-2 programmes are still delivered completely face-to-face, but improved programme design in those areas means utilising the digital learning portal to add additional support and resources outside of the classroom.

In addition to the government incentives to inform programme design through Workforce Development Councils (WDCs) and Regional Skills Leadership Groups (RSLGs); LBT has also introduced internal measures to further enhance programme design. A programme development position has been added to the AQMS team to review and rewrite units and modules as the need arises, or as changes are suggested through moderation processes.

Moderation practices have also been significantly improved and centre around a 5-year moderation plan. Two professional moderation positions have been added internally as well as an external consultant. This is in addition to the extensive moderation schedule in place through WDCs.

**Recommendation 5:** Undertake self-reflection on tutor support and development, to better ensure an ongoing staffing base with a strong understanding of teaching best practice and to maintain currency in teaching approaches.

**Response/Actions:** Peer support processes have been strengthened and recorded through best-practice/SA sessions in scheduled team meetings. Notes from these sessions are recorded and available and accessible to all staff. Further development is planned with formalised self-reflections and peer observations scheduled for all teaching staff from Sept – Dec 2023. Once trialled this process will be part of ongoing schedules. Further enhancements for tutor support and development has also been introduced through the Staff Professional Development and Induction Portal.

**Recommendation 5:** Consider developing working relationships with social sector providers.

**Response/Actions:** LBT has committed considerable resourcing into exploring the best ways to further develop relationships with social service providers and resources. During 2020 a staff development officer was appointed to support connections. This became ineffective during Covid lockdowns, however community connections that were strengthened during the pandemic to support staff who were working remotely proved to be useful and productive in an ongoing way. These social sector relationships also form part or referrals for learners who need additional support e.g. *Te Oranganui, Mental Health Hotline, Groov, Whanganui Women's Network, Wai Ora Christian Community Trust, Disability Resource Centre, Te Taiwhenua o Heretaunga*.

## Summary of Self-Assessment Process 2023

Land Based Training (LBT) has carried out this self-assessment in a holistic and inclusive manner.  
All staff have had the opportunity to take an active role in the gathering, analysis, reflection and activation of this information.

Learners, Iwi/hapu/marae, support groups and external stakeholders have also been an important part of our self-assessment through knowledge sharing, feedback, and consultative processes.

We have carefully evaluated ourselves against the Key Evaluation Questions (KEQs) and Tertiary Evaluation Indicators (TEIs) to build an accurate picture of:

**Where we are today, and where we have come from (context)**

**Where we need to go (continuous improvement)**

**How we know, and what this means to us (evidence and analysis)**

Our self-assessment process is inclusive and works to build a picture for all staff and stakeholders of what excellence looks like, where we are in our journey (to achieving our goals) and how we maintain a culture of continuous improvement.

The resultant findings are drawn from intensive and on-going self-assessment processes and are based on outcomes, evidence, flexible and inclusive data collection/analysis and intensive consultation.

## Overview: context , events, changes: 2019-23

### COVID-19 and Beyond

The period since Land Based Training (LBT) last had an EER has seen significant change in the NZ education landscape. COVID-19 lockdowns, declining NCEA achievements, and increases in truancy issues have contributed to the changes now being experienced by the TEO sector.

The last three years has seen significant government funds being allocated to Provincial Growth Fund, Jobs for Nature, Department of Conservation and Marae Build projects. Growth in the availability of funding for initiatives such as Māori Agri-business from the Ministry of Primary Industries (MPI) continues as the New Zealand begins to emerge from the pandemic (which was a first for everyone).

During the first pandemic lockdown, it was an undeniable challenge to get systems up and running that would allow LBT to continue the provision of education for our learners. Government response was swift and included significant funding for hardship and technology. Significant amounts of economic stimulus was introduced through the Provincial Growth Fund, Billion Trees, Wilding pine Control, Marae Development Grants, and Jobs for Nature. Iwi have taken up many opportunities through these and other initiatives with varying levels of success.

What emerged for Private Training providers (PTEs), was the opportunity to collaborate with iwi/hapu/marae in the provision of management support and tailored learning opportunities through qualifications, micro-credentials, and short courses. These provisions were further supported through *Targeted Training Apprenticeship Fund* (TTAF) incentives for learners which motivated increased interest in study opportunities. TTAF (zero fees) opportunities initially enabled significantly more learning opportunities to be up taken by iwi/hapu/marae; but have now (in 2023) created negative impacts due to learners becoming too accustomed and conditioned to 'free education'.

### Review of Vocational Education

The Review of Vocational Education (ROVE) has brought about many and varied changes for the TEO sector and the recommendations from ROVE are now being implemented. Changes to the ways in which we operate and deliver on educational priorities are significant - most notably the creation of Te Pukenga and changes to the structures of ITOs and PTEs. Whilst the formation of Te Pukenga has not directly involved PTEs it has had significant impact on provision of funding.



Full Time Equivalent (FTE) for all TEOs has been dropping, which will mean significant impacts on how we are able to deliver our course and programmes. Further impacting our delivery is the 17% reduction in funding that has been experienced this year in the PTE sector. The challenges moving forward are significant and complex.

### **Qualification Design and Structure**

The partial shift in focus from full qualifications to smaller packages of learning has given rise to micro-credentials being developed. This move is still in the developmental stages and a number of teething issues have been experienced, such as the misalignment between accreditation requirements and TEC funding requirements. LBT is working hard to develop new micro-credentials that meet the specific needs of industry stakeholders but is also experiencing high costs and delays in processing, due to the workloads both in-house and externally through compliance bodies and stakeholders.

### **Industry and Stakeholder Councils**

With the recent development of Workforce Development Councils (WDCs) and Regional Skills Leadership Groups (RSLGs) we are now responsible to a many-layered system and are under increasing pressure to manage the demands, and resourcing associated with that. The initial recommendation from TEC was that PTEs would be able to work with just one RSLG, and that the information would be disseminated. This advice has not aligned with the eventual reality, and LBT has had to take on increased workload, working with multiple RSLGs across the country. These RSLGs all require individual consideration and are separate groups of vested interest.

Centres of Vocational Excellence (CoVEs) have also been established and LBT has a working relationship with the Primary Industries CoVE based in the Hawkes Bay. LBTs role in this relationship is to stay aware of current projects and provide quality input and consultation into outcomes.

Key relationships with TEC and NZQA are also still central to our business, so the time and resource commitment to governing/compliance/stakeholder agencies and bodies has increased many times over in recent years, placing even greater pressure on staffing and resources.

### **National NCEA Results**

The rate at which learners are achieving NCEA level 1 has been steadily decreasing, impacted by factors such as the COVID-19 pandemic, associated school attendance reductions and general truancy. The impacts of this have not yet been fully realised, but over time will have an enormous economic and social impacts. In response LBT has increased the delivery of Intensive Literacy and Numeracy (ILN). In 2019 LBT delivered 33,933 hours and by 2022 had more than doubled these hours to 63,800 hours. Current funding for 2023 is at 48,839 hours, however as of 01 June 2023 LBT had utilised 79.5% of

funded hours. The intention is to apply for an additional 30,000 hours to meet the increasing 2023 demands. The declining literacy and numeracy levels of young people in NZ is an area for significant concern, and LBT have responded by stepping up ILN delivery (as well as embedded L&N) and focusing on holistic, stakeholder-led learning opportunities that create industry-ready graduates ready to enter the job market.

### Special initiatives and Consumption Rates

In 2018 Taratahi Agricultural Training Centre (TATC) went into liquidation. Among the learners left 'stranded' with incomplete qualifications were those enrolled in level 3, **NZ Certificate in Apiculture**, level 3. In 2019 LBT enrolled the previous TATC apiculture learners and assisted them in completing their qualification. Apiculture continues to be a special interest area at LBT and is delivered in most regions nationwide including: Rangitikei, Whanganui, Manawatu, Northland, Taranaki, Wellington, Canterbury, Tasman, King Country, Ruapehu, Hawkes Bay, North Auckland and Waikato. LBT continues to be one of the largest providers of apiculture qualifications in NZ, advancing the skills of current hive owners and providing skilled employees to industry.

EFTS consumption over the last 4-5 years demonstrate consistent demand for apiculture and learner feedback continues to provide a strong picture of relevant and focussed delivery. In **2019**, apiculture EFTS were 123.13, **2020** – 111.87, **2021** – 184.85, **2022** – 212.21 and **YTD 2023** 141.14.

Establishment of Employer Led Workplace Literacy (EVLN) specifically for Rotorua (2023 delivery). This was a 'needs area' identified in consultation with stakeholders and developed responsively by LBT to meet local demand. This initiative is aimed specifically at increasing the literacy and numeracy skills of employees, and contribute to workplace productivity through the provision and evaluation of literacy and numeracy learning in a workplace context.

| Year            | YG         |         |         | SAC 1/2 - DQ1-2 |          |         | SAC 3+ - DQ3-7 |          |         | ILN - KEY  |          |         |
|-----------------|------------|---------|---------|-----------------|----------|---------|----------------|----------|---------|------------|----------|---------|
|                 | Contracted | Actual  |         | Contracted      | Actual   |         | Contracted     | Actual   |         | Contracted | Actual   |         |
| <b>2019</b>     | 29.0000    | 31.6562 | 109.16% | 165.1500        | 165.2794 | 100.08% | 321.4043       | 322.5577 | 100.36% | 33,933     | 34,034.5 | 100.30% |
| <b>2020</b>     | 14.0000    | 8.7912  | 62.79%  | 165.9900        | 145.1575 | 87.45%  | 381.8200       | 314.5497 | 82.38%  | 42,774     | 34,564.0 | 80.81%  |
| <b>2021</b>     | 14.0000    | 14.0221 | 100.16% | 165.5406        | 93.4307  | 56.44%  | 411.4141       | 442.2762 | 107.50% | 47,859     | 45,692.0 | 95.47%  |
| <b>2022</b>     | 14.0000    | 14.0519 | 100.37% | 119.4210        | 65.9880  | 55.26%  | 466.8645       | 453.3233 | 97.10%  | 63,840     | 66,173.0 | 103.65% |
| <b>YTD 2023</b> | 60.0000    | 18.5314 | 30.89%  | 86.2500         | 60.7374  | 70.42%  | 459.0800       | 299.0681 | 65.15%  | 48,839     | 31,701.8 | 64.91%  |

## Key evaluation question self-assessment findings

KEQ1: How well do learners achieve?

KEQ2: What is the value of the outcomes for the key stakeholders, including learners?

| PERFORMANCE:  | EXCELLENT  | How do we know?  | Evidence  |
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| SELF-ASSESSMENT:  | EXCELLENT  |  |   |
| Learners acquire useful skills and knowledge and develop their cognitive abilities. | <p>LBT invests heavily in the provision of <i>Intensive Literacy and Numeracy</i> (ILN), and proactively offers these programmes into communities throughout NZ, wherever the need is identified. Demand for this provision consistently exceeds initial TEC funding and further funding is then sought within the funding year. Literacy and numeracy is a focus in all LBT programmes with most having embedded L&amp;N strategies to ensure learners the best chance of success.</p> <p>Progression through measurable <i>Literacy and Numeracy for Adults Assessment Tool</i> (LNAAT) steps indicates significant cognitive development.</p> | <p>All level 1+2 and <i>Keeping yourself Educated</i> (KEY) learners are assessed using the <i>Literacy and Numeracy for Adults Assessment Tool</i> (LNAAT), pre and post study. Level 3+ learners are often also assessed, but this is on a needs-based basis. A snapshot assessment is also used when required to monitor progress.</p> <p>For Intensive Literacy and Numeracy (ILN) and Workplace Literacy (WPL) the tool is used not only as an eligibility check prior to the learner being enrolled; but also, to provide an accurate picture of their abilities and areas where support will be required. This very effective tool is also utilised on most of our Level 3 and Level 4 programmes to ensure the learner is capable and likely to succeed at the level to which they have applied.</p> | <p><b>L&amp;N enrolment data and steps progression</b></p> <p><b>Course completions stats</b></p> <p><b>Learner and stakeholder surveys</b> (see appendices for survey sample)</p> <p><b>Admission and enrolment policies</b> (see appendices for policies)</p> |
|   | <p>‘Real life experience’ is front and centre to the delivery modes employed by LBT. In the primary industries and trades there is no better way to gain skills and knowledge</p>  | <p>Regionally focussed agricultural training schools delivering primary industry skills provides learners with real-life learning</p>  |   |

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|  | <p>than to be 'on the job'. Responsive to our Industry, community, and iwi/hapu/marae stakeholders we deliver on dedicated training farms, in specialist trade or iwi/hapu/marae industries, in marae-based enterprises, in parks and reserves and in any industry that requires our programmes.</p>  | <p>experiences. Target groups for these farm schools include female cadets (Fairlight Foundation, Southland), young people (Otiwhiti Farm, Rangitikei) and Nga Ruanui and Nga Hine descendants (Te Rua O Te Moko, Taranaki).</p> <p>Full immersion through agricultural schools, marae-based delivery, real-work learning (such as Taskforce Green) and industry-based programmes promote strong subject/industry knowledge, hand-on real-life problem solving and opportunities for learners to advance their cognitive abilities whilst also gaining 'work-ready' skills.</p>   |  |
|  | <p>Many targeted programmes are co-created in consultation with iwi/hapu/marae, and wherever possible employ Māori tutors for delivery and support. This ensures that Tikanga is appropriately embedded and that methods of delivery are in line with Tikanga and local customary practices.</p> <p>LBT works closely with Russell Bishop's philosophy that "what is good for everyone is not always good for Māori; but what is good for Māori is good for everyone." This means that we are committed to working with Māori to co-create and implement continuous improvement in genuine and ongoing ways</p> | <p>Rural and remote locations are well served by LBT, and an area of focus has always been communities or locations that are not otherwise serviced by major tertiary providers. This often includes marae-based communities, or locations strongly represented by Māori population. Some current examples of this are:</p> <ul style="list-style-type: none"> <li>• <i>Agriculture L2+4 and Organics L4 programmes being delivered at Hiruhārama (Jerusalem marae, upper Whanganui River)</i></li> <li>• <i>Civil Infrastructure in Wairoa (Hawkes Bay)</i></li> <li>• <i>Pest Operations in Rawene (Far North).</i></li> <li>• <i>Pest Operations in Rotorua</i></li> </ul> |  |

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| <p><i>Learners' complete courses and/or gain qualifications.</i></p> | <p>Practical on-site learning on farms, horticultural sites, commercial apiaries, iwi/hapu/marae owned enterprises, and other rural and trade-based industries are a focus for LBT. Learners succeed in their studies and graduates are valued by industry for their strong practical skills</p> <p>Learners progressing to higher levels study and/or gaining employment after gaining their qualification is a significant indicator of quality outcomes.</p> <p>In programmes and sites where learners are well equipped to study and/or are able to access our programmes that are delivered holistically e.g. on-farm programmes and marae-based programmes success rates are exceptionally high, and in some cases can be up to 100%.</p> <p>In areas where learners are poorly equipped for study, and are faced with conflicting priorities, LBT works hard to support continuous improvement with as much awahi and wrap around support as practicable. Given the extreme challenges of some delivery sites, the results can still be considered reasonable.</p> | <p>Completions data indicates that LBT is performing well for learners generally. In some focussed areas/sites there are still deficiencies, however there are complex issues to overcome in those areas and significant reasons for this.</p> <ul style="list-style-type: none"> <li>• <i>LBT delivers in areas and to groups of people that have not been served well by other providers in the past.</i></li> <li>• <i>Many of these groups have very low literacy and numeracy levels overall.</i></li> <li>• <i>Many are still (or have been associated with Corrections in recent times and may still be with probation services.</i></li> <li>• <i>Negative experiences and lack of success within the school sector is often a barrier to overcome.</i></li> <li>• <i>Financial pressures and low income can impact priorities and successful outcomes for these groups.</i></li> <li>• <i>Health and mental health issues are often a factor that is over-represented in some cohorts.</i></li> </ul> <p><b>Through the LBT Learner Success Plan (LSP) and Disability Action Plan (DAP) there are strategies being introduced to facilitate further improvements for these groups over the next 2-5 years.</b></p> | <p><b>Course completions stats</b></p> <p><b>Learner and stakeholder surveys</b><br/><i>(see appendices for survey sample)</i></p> <p><b>Industry data/stats</b><br/><i>(Health, MSD, Census, MoE)</i></p> <p><b>Priority group data stats</b></p> <p><b>LBT Learner Success Plan</b><br/><i>(see appendices for full LSP)</i></p> <p><b>LBT Disability Action Plan</b><br/><i>(see appendices for full DAP)</i></p> <p><b>Individual Learning Plans</b><br/><i>(see appendices for ILP sample)</i></p> |
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|  | <p>Some specific delivery sites/programmes present particular challenges that affect overall success rates.</p> <p>Where this is occurring LBT is working hard to ensure that additional support is in place to assist with outcomes. In some cases the challenges and barriers to success are significant, but the aim is to create a trend of gradual improvement over time. 'Quick fixes' in these situations are not realistic or possible.</p>  | <p>The rate at which learners are achieving NCEA level 1 has been steadily decreasing, impacted by factors such as the COVID-19 pandemic, associated school attendance reductions and general truancy. The impacts of this along with other social issues such as homelessness, and lack of strong whanau/family support, crime and financial hardship are major factors in some communities and/or delivery sites.</p>  |  |
|  | <p>Targets set for the next 2-5 years aim for all learner groups (especially Māori and Pasifika) to increase up to 70% Over the next 2-3 years, LBT will be implementing a number of measures as part of our roadmap to success. Some of these include:</p> <ul style="list-style-type: none"> <li>• <i>Increase in targeted marae-based delivery (we know this improves outcomes).</i></li> <li>• <i>Continued development of blended-delivery options and programmes supported by Canvas (online learning platform) resourcing where the need extends beyond full face-to-face delivery.</i></li> <li>• <i>Provision of budgeting advice for learners.</i></li> <li>• <i>Introduce site visits around the country to allow learners to meet with LBT Quality staff for informal hui to discuss all aspects of the learning journey.</i></li> <li>• <i>Continued provision of kai to ensure learners are better equipped to learn.</i></li> <li>• <i>Continued provision of transport (where practicable) for on-site learning.</i></li> <li>• <i>Increased provision of computers and technology where there is need.</i></li> </ul> | <p>LBT have a newly developed Learner Success Plan (LSP) with delegated areas of responsibility that create a 'roadmap to success' for the next 5+ years.</p> <p>Māori learners have historically and consistently made up between 50-60% of our learner enrolments. Due to the respect and relationship building efforts of LBT there is high demand from Māori businesses and learners for programmes of study to be delivered in communities where Māori form a high percentage of the population. Our LSP will support continuous improvement for all of our priority groups including Māori, youth, low income, low L&amp;N and impairment affected learners.</p> |  |



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|   | <ul style="list-style-type: none"> <li>• Increase the current provision of one-to-one (learner/tutor) catch-up meetings to support learning and progress and proactive use of learner Support forms to identify all areas of need.</li> <li>• Learners/tutor conversation (informal survey) within 2 weeks of study to ascertain support needs.</li> </ul>   | Pasifika learners have not featured highly in LBT enrolments due to the fact that we have not focussed our delivery in areas where Pasifika people are highly represented in the population. There are, however, plans in place to extend LBT offerings into Pasifika communities in Lower Hutt and Wainuiomata over the next 2 years.                  |   |
|   | <p>We know that when learners have their needs met in a holistic way and barriers to learning are removed or minimized, they successfully progress in their studies and career goals at a higher rate. Our newly developed LSP and Disability Action Plan (DAP) will ensure a more focussed approach to these provisions.</p> <p>Understanding individual learner support needs occurs initially at classroom/ tutor/ops-manager level and is then communicated and analysed at 'team' level. Additional support measures are put in place where required.</p> | Tutors and support staff regularly re-engage learners at risk of failing or leaving programmes through personal interventions and wrap around support. Examples of support can include study extensions, academic support, pastoral care conversations, provision of additional physical resources and facilitating connections with external agencies. |   |
| <i>Learners gain relevant employment and/or engage successfully with further study.</i> | <p>Schedule of programmes, courses and micro-credentials offered by LBT deliver meaningful long-term work and study outcomes for learners.</p> <p>LBT was first established over 25 year ago, to fill a gap in demand for skilled primary-industry employees and continues to meet that need.</p> <p>Graduates gain meaningful employment in relevant industries and employers value the 'real-world-experience' that graduates are equipped with. This is evidenced through employer surveys and graduate surveys.</p>  | <p>LBT programme portfolio demonstrates close alignment with industry and is regularly reviewed in collaboration with industry, community, and iwi/hapu/marae stakeholders.</p> <p>further detail on LBT website:<br/><a href="https://landbasedtraining.co.nz/programmes/">https://landbasedtraining.co.nz/programmes/</a></p>                         | <p><b>List of programmes and courses</b></p> <p><b>Priority group data stats</b></p> <p><b>Employment/career progression stats</b></p> <p><b>Graduate surveys</b><br/>(see appendices for sample)</p> <p><b>Industry data/stats</b></p> |

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|  | <p>Statistics demonstrate that graduate employment is just marginally below the national average at year 1, but by years 5-7 national averages are met and then exceeded.</p> <p>Areas for further reflection and improvement include short-term outcomes for learners and particularly Youth Guarantee (YG) learners.</p> <p>Current statistics for LBT YG learners don't accurately reflect pathways for graduates. If further data was developed (at a national/regional govt. level) and provided to TEOs we would be able to gain a more accurate picture.</p> | <p>All gathered stats and information from learners and employer surveys indicate that there is a strong correlation between successful study at LBT and relevant employment outcomes. This further demonstrates that we are meeting the needs of our primary industries in providing skilled workers.</p> <p>Many of our learners continue onto higher level study, but for some groups this is not necessary as they are studying to enhance their own personal businesses.</p> | <p>(Health, MSD, Census, MoE)</p> <p><b>Social media</b></p>                          |
|  | <p>Outcomes for Māori and Pasifika learners continues to be a priority area with the intention of achieving parity for ALL learners by 2025.</p> <p>LBT maintains a high ratio of Māori learners and works with iwi/hapu/marae at every stage of programme development and delivery. Further development to ensure that Māori learners progress in study or employment is underway through partnerships and tailored delivery methods.</p>  | <p>Through the LBT Learner Success Plan (LSP) there are strategies being introduced to facilitate further improvements for these groups over the next 5 years.</p> <p>There are very few Pasifika learners enrolled with LBT. This is largely due to the fact that we don't currently deliver in communities with Pasifika density. This is being addressed through current discussions with lower Hutt and Wainuiomata stakeholders.</p>   |   |
| <i>Learners improve their well-being and enhance their</i> | <p>LBT invests heavily in provision of learning for iwi/hapu/marae and to embed matauranga Māori in many programmes and tikanga Māori in all programmes.</p>  | <p>Formal learner evaluations are completed twice in each programme of study – at the mid-point and at the end of the course.</p>   | <p><b>Learner Surveys, whanau feedback, employer surveys, and anecdotal tutor</b></p> |



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| <p><i>abilities and attributes</i></p> | <p>Our matauranga Māori-based learner philosophies of nga whai painga, nga tumanako, nga and ara ki te marama ensure that every learner matters. We know that these philosophies empower ALL learners irrespective of cultural and societal backgrounds and that “What is good for everyone is not always good for Māori; but what is good for Māori is good for everyone.”</p> <p>The age range of learners that benefit from LBTs holistic approach to educational delivery is broad. We support secondary schools through the provision of Star, 3+2 and Gateway courses as well as those who have left school without sufficient qualifications through Youth Guarantee and MPTT initiatives; whilst also delivering at the other end of the spectrum to mature learners up-skilling for industry. Some programmes (such as apiculture) have proven to be of particular interest to mature learners wishing to create their own income streams.</p> <p>Further statistics being made available to providers relating to the med-long term success of YG learners would provide us with a better picture for these groups.</p> | <p>Results of these evaluation are reviewed, and feedback and improvements acted upon.</p> <p>Graduate Profile Outcomes (GPO) surveys are undertaken between 6-18months after learners graduate.</p> <p>Individual learning plans are developed for each learner at the beginning of their study. These plans are a collaboration between the learner and the tutor and take into account the learner’s aspirations and expectations for study, their L&amp;N levels, previous study, impairments or personal situations that could impact on their study (and arrangements to support these issues), strengths, whanau support and anything else that is relevant to their learning journey. These plans are an important source of genuine learner voice engagement and help to demonstrate progression over time.</p> | <p><b><i>and learner feedback indicate evidence improvement in:</i></b><br/><i>cultural awareness, belonging, life skills motivation, family relationships.</i></p> <p><b><i>ILPs demonstrate progression in some of these areas.</i></b></p> |
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### KEQ3: How well do programme design and delivery, including learning and assessment activities, match the needs of learners and other relevant stakeholders?

| <b>PERFORMANCE:</b>  | <b>EXCELLENT</b>  | <b>How do we know?</b>   | <b>Evidence</b>   |
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| <b>SELF-ASSESSMENT:</b>  | <b>GOOD</b>   |  |   |
| Programmes maintain relevance to stakeholders and communities. | <p>The central purposes of LBT in staying relevant to our core stakeholders are:</p> <ul style="list-style-type: none"> <li>delivering primary-industry programmes that enable learners to realise their potential and equip them with skills for employment and/or progression into higher learning.</li> <li>Supporting stakeholders to meet their compliance and statutory obligations and provide them with skilled employees.</li> <li>Promoting the industries in which we work and train and introduce learners to employment opportunities.</li> <li>Working in collaboration with Māori and Pasifika stakeholders to lift participation for their descendants and staff.</li> <li>Assisting Māori (especially mana whenua) with economic development through relationships with the Provincial Growth Fund, DOC, TKP and MPI.</li> </ul> | <ul style="list-style-type: none"> <li>LBT is agile and able to offer tailored programmes of study in a timely and responsive manner. Where learning opportunities are not being offered by other providers, LBT will work with the community to proactively provide study options.</li> <li>LBT invests heavily in the provision of Intensive Literacy and Numeracy (ILN), and proactively offers these programmes into communities throughout NZ, wherever the need is identified. In recent years demand for this provision has consistently exceeded initial TEC funding, and further funding has been sought within the same academic year.</li> <li>Wherever possible LBT employs local staff who understand the needs of the community and are involved in their activities that enhance opportunities for our learners. Māori staff we employee are often nominated by their community.</li> </ul> | <p><b>Evidence of analysis and use of feedback from:</b><br/>Learner feedback, employers, Iwi /hapu /marae, WSDs</p> <p><b>ILN + KEY stats section</b></p> <p><b>Ethnic representation stats</b></p> <p><b>List of programmes and courses</b></p> <p><b>Industry data/stats</b><br/>(Health, MSD, Census, MoE)</p> <p><b>Stakeholder engagement for new programme approval</b><br/>(NZQA and LBT files)</p> |

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|  | <p><b>Distinctive contribution and stakeholders/learners we support:</b></p> <ul style="list-style-type: none"> <li>• <i>Current programme portfolio developed over a decade to include agriculture, horticulture, apiculture, pest control, sustainable practices, health and safety, carpentry, traffic management, literacy and numeracy, civil construction and driver training and endorsements.</i></li> <li>• <i>25yrs experience delivering quality foundational and vocational learning programmes that are focused on learner achievements and key industry skills.</i></li> <li>• <i>Currently delivering Youth Guarantee, Intensive Literacy and Numeracy, MSD funded training, MPTT, TEO EWLN, DQ Levels 2-5.</i></li> <li>• <i>Well established farm training school offering quality primary industry education to young adults and Māori descendants throughout Taranaki through Te Rua O Te Moko near Hawera.</i></li> <li>• <i>Reputable farm training schools offering quality primary industry education to aspiring farm managers and workers at Otiwhiti Station near Hunterville, Fairlight Foundation in Southland and Whangarei A&amp;P Association.</i></li> <li>• <i>Delivering programmes that enable learners to realise their potential and equip them with skills for employment and / or progression into higher learning.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Based on funding streams - 70% of our courses have a primary industry fit, 20% literacy and numeracy and the remaining 10% covers corporate training, secondary schools, and other training.</i></li> <li>• <i>In each location where LBT delivery occurs, we have established links with industry, employers, support networks and government agencies.</i></li> <li>• <i>LBT provides professional development opportunities for industries that require staff to maintain compliances. This is particularly in demand for areas that have high level compliance such as workplace safety, chainsaw training, tractor, LUV and quad bike training.</i></li> </ul> <p><b>LBT key stakeholders include:</b></p> <ul style="list-style-type: none"> <li>• <i>Workforce Development Councils – in particular Muka Tangata and Waihanga Ara Rau</i></li> <li>• <i>Learners and their whānau - with a strong focus on Māori learners</i></li> <li>• <i>Iwi/hapu/marae</i></li> <li>• <i>Youth (16 to 24 years of age)</i></li> </ul> |  |
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|  | <ul style="list-style-type: none"> <li>• <i>Supporting stakeholders to meet their compliance and statutory obligations and provide them with skilled employees.</i></li> <li>• <i>Promoting the industries in which we work and train and introduce learners to employment opportunities.</i></li> <li>• <i>Working in collaboration with Māori and Pasifika stakeholders to lift participation and achievement for their descendants and staff.</i></li> <li>• <i>Assisting Māori with economic development through relationships with the Provincial Growth Fund, Jobs for Nature, Kānoa – RDU, TKP and MPI.</i></li> <li>• <i>Flexibility within our programmes, to proactively fulfil the needs of our stakeholders.</i></li> <li>• <i>Working collaboratively with complimentary learning providers and TEOs to meet contractual outcomes for all funding streams.</i></li> <li>• <i>Delivering programmes of study for regional and marae-based communities that are often underserved and uneconomic for larger institutions to work with.</i></li> <li>• <i>Currently delivering programmes for 6 Taskforce Green crews.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Learners who have low levels of literacy and numeracy who are seeking to re-engage with their learning journey.</i></li> <li>• <i>Level 1 to 4 learners</i></li> <li>• <i>People wishing to learn while in employment</i></li> <li>• <i>Secondary Schools in our regions</i></li> <li>• <i>Primary Industry and trades in our delivery regions</i></li> <li>• <i>Government agencies, including local council, regional councils, Ministry of Primary Industries, NZTA</i></li> <li>• <i>Youth Services Trusts – Manawatu, Waikato, and South Auckland</i></li> <li>• <i>MoE Youth Guarantee Networks</i></li> <li>• <i>Ministry of Social Development</i></li> <li>• <i>New Zealand Qualification Authority and Tertiary Education Commission</i></li> <li>• <i>Social Service Agencies</i></li> </ul> |  |
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|  | <p>LBT has 25 years' experience delivering quality foundational and vocational learning programmes that are focused on learner achievements and key industry skills. We are currently delivering Youth Guarantee, Intensive Literacy and Numeracy, Express (MSD), MPTT, EWLN, DQ Levels 2-5.</p> | <p>Literacy and numeracy(L&amp;N) is a focus in all LBT programmes with most having embedded L&amp;N strategies to ensure learners the best chance of success.</p> <p>LBT is proactive in responding to the modes of delivery best suited its individual industries. We regularly co-create programmes of study to be delivered in workplaces, schools, volunteer organisations and anywhere that a need is identified within the primary industry sector.</p> |  |
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| <p><i>Programmes are regularly reviewed and updated to meet existing and emerging needs of learners and stakeholders.</i></p> | <p>LBT is responsive to regional/national/global trends and the needs of the communities and sectors in which we deliver learning. Modes of delivery are responsive to the needs of Māori and Pasifika people and often co-created with iwi/hapu/marae to best suit specific local needs and protocols. This practice of co-creation is also applied through connections with Workforce Development Councils (WDC's) and Regional Skills Leaderships Groups (RSLG's) to ensure relevance within the primary industries that we serve – in particular, agriculture, horticulture and apiculture.</p> <p>LBT is adaptable and responsive - we go where there is a need to deliver learning opportunities. By continuing to engage with stakeholders, and being resilient in ever-changing environments we place learners at the centre of our business.</p> <p>LBT understands key government initiatives to be responsive and improve both access and outcomes for learners, industry, and communities.</p> | <p>LBT is currently working in collaboration with the RSLG to coordinate a pilot programme between Farm Strong, Sport Whanganui and LBT to ensure that a distinct focus on physical wellbeing is incorporated into the NCEA Level 2 Vocational Pathway in Primary Industries (Horticulture) course. By taking a more holistic approach to training provision, ākongā will be better set up for success when entering the industry.</p> <p>LBT is a preferred supplier of education to a number of iwi organisations and marae as a result of our collaborative and consultative approaches.</p> | <p><b><i>Evidence of analysis and use of feedback from:</i></b><br/><i>Learner feedback, employers, Iwi /hapu /marae, WSDs</i></p> <p><b><i>List of programmes and courses</i></b></p> <p><b><i>Stakeholder engagement for new programme approval (NZQA and LBT files)</i></b></p> <p><b><i>Consistency Reviews and Self-Assessment.</i></b></p> <p><b><i>Biannual Investments Plans (TEC)</i></b></p> <p><b><i>WDC and industry engagement</i></b></p> <p><b><i>Canvas-based Change Register</i></b></p> <p><b><i>Pre-moderation reports</i></b></p> |
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| <p><i>Learning environments are planned and structured for the benefit and needs of learners.</i></p> | <p>LBT aims to create an educational experience that empowers and supports all learners to embark on their own learning journey to success. This means creating policies and practices that provide each learner the individual support they require to succeed. "Equity" does not mean treating all learners the same, but it does mean partnering with learners to provide a learning environment that is inclusive, responsive, adaptable, and tailored to support every learner to succeed.</p> | <p>LBT is agile and able to offer programmes of study in a timely and responsive manner. Where learning opportunities are not being fulfilled, LBT works with that community to proactively provide tailored study options</p> <p>Strong iwi/hapu/marae relationships heavily influence our learning environments and delivery methods. All programmes have mātauranga Māori and/or tikanga Māori embedded in delivery to varying degrees</p> <p>Literacy and numeracy(L&amp;N) is a focus in all LBT programmes with most having embedded L&amp;N strategies to ensure learners the best chance of success.</p> <p>LBT is proactive in responding to the modes of delivery best suited to individual industries. We regularly co-create programmes of study to be delivered in workplaces, schools, volunteer organisations and anywhere that a need is identified within the primary industry sector.</p> | <p><b>Evidence of analysis and use of feedback from:</b><br/><i>Learner feedback, tutor feedback</i></p> <p><b>Complaints register</b></p> <p><b>WSD site Moderation reports</b></p> |
|   | <p>LBT immersion, farm-based programmes ensure the relevance of our learning environments and skills. Learners who complete their qualifications in these environments receive outstanding experiential learning and graduate well equipped to enter the agricultural industries. These learning environments</p>   | <p>On-farm learning is 'ideal' in terms of the most relevant learning environment for agriculture programmes. Live-in cadet programmes not only provide industry-based learning modules, but also full immersion in all aspects of rural life e.g. cooking and cleaning, food production, home kill and real life experience</p>  |  |



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|  | <p>have been developed in direct response to industry need. Current examples include:</p> <p>Otiwhiti Farm Training School is located in the Rangitikei and provides primary industry education to aspiring farm managers. The focus for Otiwhiti Farm is to deliver agricultural qualifications and to graduate skilled hill country employees.</p> <p>The Te Rua O Te Moko Training Facility is a Dairy Property in Taranaki partnering with LBT to deliver learning to young aspiring sharemilkers for the dairy industry. Up to ten young people will be trained over a 44-week period per year.</p> | <p>of seasonal changes and related considerations.</p> <p><i>Examples of feedback from Otiwhiti Farm-based learners:</i></p> <p><i>"Highlights - meeting new friends on the course and up the valley. Learning to overcome hard tasks out in the field and feeling accomplished. It can be a massive change in your lifestyle, but you've got to do your best to have an open mind and embrace the challenges"</i> <b>Agriculture, Otiwhiti Station</b></p> <p><i>"The programme is good for gaining exposure within the sheep and beef industry. You gain many skills both practical and interpersonal. I have enjoyed working with my tutors. They make sure that everyone is support with different ways of learning"</i> <b>Agriculture, Otiwhiti Station</b></p> |   |
|  | <p>LBT continues to invest heavily in provision of learning for iwi/hapu/marae and to embed matauranga Māori in many programmes and tikanga Māori in all programmes.</p> <p>Our matauranga Māori-based learner philosophies of nga whai painga, nga tumanako, nga and ara ki te marama ensure that every learner matters. We know that these philosophies empower ALL learners irrespective of cultural and societal backgrounds and that "what is good for everyone is not always good for Māori; but what is good for Māori is good for everyone."</p>   | <p>Marae-based learning and iwi/hapu/marae partnerships have been a focus area for many years. We have numerous examples of marae-based delivery e.g., Tuatahi Partnership (farm/station near Taumarunui) and the Mamaku Kaimai Collective covering the ranges and six hapu between Rotorua and Paeroa (this is just a small sampling – many more examples exist).</p>  | <p><b><i>Iwi Stakeholder lists and collaborations</i></b></p> |



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| <p><i>Academic standards and integrity are maintained.</i></p> | <p>LBT now has a robust moderation and academic quality system. In the last 3 years these systems and process have been significantly increased and enhanced to meet best practice and growth in the organisation.</p> <p>Moderation and quality policies have been reviewed and updated to better reflect the current size and complexity of LBT and the changing landscape in which we operate.</p>  | <p>Over the last two years new measures have been put in place to manage moderation more effectively:</p> <ul style="list-style-type: none"> <li>• <i>Rolling 5-year moderation plan for all LBT programmes.</i></li> <li>• <i>Industry experts engaged to carry out professional external moderation (especially where there are new programmes or programme changes).</i></li> <li>• <i>Internal moderation (including site visits).</i></li> </ul> | <p><b><i>Moderation reports and Consistency Reviews</i></b></p> <p><b><i>LBT Policies</i></b></p> <p><b><i>Academic policies</i></b></p> <p><b><i>WDC Reports</i></b></p> <p><b><i>Self-Assessment – evidence files</i></b></p> <p><b><i>Team meeting minutes</i></b></p> <p><b><i>Moderation Plans</i></b></p> |
|  | <p>The addition of Workforce Development Councils to these processes have created meaningful external moderation and this is central to all quality management. This process ensures LBT academic standards are meeting national standards for the wider industry.</p>   | <p>The newly introduced Oho Maihi Portal provides a yearly moderation plan that LBT engage with. In addition, 6 weekly meetings with Muka Tangata, and site visits with all of our WDCs provide engagement opportunities and strengthen moderation and give context for reporting on academic quality.</p>  |   |
|  | <p>Consistency reviews form part of the LBT quality assurance and demonstrate appropriate levels of compliance.</p>  | <p>Consistency reviews are completed as required and demonstrate sufficiency in all of our associated programmes</p>  |   |
|  | <p>Self-Assessment is embedded in all aspects of delivery at Land Based Training Ltd (LBT). At times this is a formalised approach and a regular agenda item at team and management meetings. At other times, it is informal or anecdotal and capturing this is an important aspect of continuous improvement that has supported LBT growth and development over recent years. These processes all feed into our overall quality assurance and academic standards.</p> | <p>Regular team meetings allow for teaching staff, support staff and management to engage with all aspects of self-assessment including moderation and academic standards.</p> <p>This engagement is kept on file and assists with overall self-assessment.</p>   |   |

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| <p><i>Learning activities and resources are effective and engaging learners</i></p>                                   | <p>Digital formats assist many learners to engage more effectively. LBT has invested significant resources into developing 'Canvas' as an online learning platform to better enable learners through the provision of blended delivery.</p>                     | <p>The majority of LBT level 3 and above programmes are offered in blended modes. The aim is to have all L3+ programmes available in blended formats by 2025. Online learning platforms will also be used to support level1+2 programmes with additional/optional digital resources (in particular where digital platforms will enhance learning through aids such as 'ReadSpeaker').</p> | <p><b>WDC Reports</b></p> <p><b>Evidence of analysis and use of feedback from:</b><br/><i>learner feedback, tutor feedback</i></p> <p><b>Complaints register</b></p> <p><b>Self-Assessment – evidence files</b></p> <p><b>Team meeting minutes</b></p> |
|   | <p>Wherever possible LBT employs local staff who understand the needs of the community and are involved in resource development and activities that enhance opportunities for our learners. Māori staff LBT employs are often nominated by their community.</p> | <p>On-going demand for locally focussed programmes and micro-credentials demonstrates stakeholder satisfaction. Industry/employer/graduate surveys show positive trends in value-based outcomes for these 'tailored programmes'</p>   |  |
| <p><i>Key stakeholders, including learners, are clearly identified and engagement is appropriate and ongoing.</i></p> | <p>LBT works closely with WDC's to meet the needs of primary industries and trades. As a key provider of learning and development in these areas, LBT works closely with Muka Tangata and Waihanga Ara Rau in particular.</p>                                   | <p>New programmes, programme changes and all moderation and compliance are maintained through these WDC's. Regular meetings with WDC's support our currency with initiatives, and site visits ensure that WDC's have a strong understanding of our delivery; and are able to provide meaningful feedback and direction for LBT.</p>   | <p><b>WDC Engagement meetings (minutes)</b></p> <p><b>TEC Engagement meetings (minutes)</b></p> <p><b>Self-Assessment – evidence files</b></p>   |

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|  | <p>The learner voice is central to all business at LBT, from first enquiry right through to graduation. Relationships between learners, tutors and operations managers are formed at the very first point of contact and maintained throughout the learner journey. This journey begins with a one-on-one conversation between the learner and tutor and is maintained throughout the programme to ensure that learners are supported, monitored and provided with every opportunity to have their individual 'voice' valued.</p>  | <p>Formal learner evaluations are completed twice in each programme of study – at the mid-point and at the end of the course. Results of these evaluation are reviewed, and feedback and improvements acted upon. Current improvements include a move to supported online evaluations.</p>  | <p><b>Team meeting minutes</b></p> <p><b>Evidence of analysis and use of feedback from:</b><br/><i>Learner feedback, tutor feedback</i></p> <p><b>Iwi Stakeholder lists and collaborations</b></p> <p><b>Stakeholder engagement for new programme approval</b><br/><i>(NZQA and LBT files)</i></p> <p><b>Learner and stakeholder surveys</b><br/><i>(see appendices for survey sample)</i></p> |
|  | <p>LBT is responsive to regional/national/global trends and the needs of the communities and sectors in which we deliver learning. Modes of delivery are responsive to the needs of Māori and Pasifika people and often co-created with iwi/hapu/marae to best suit specific local needs and protocols. This practice of co-creation is also applied through connections with Workforce Development Councils (WDC's) and Regional Skills Leadership Groups (RSLG's) to ensure relevance within the primary industries that we serve – in particular, agriculture, horticulture and apiculture.</p> | <p>Graduate Profile Outcomes (GPO) surveys are undertaken between 6 -18months after learner's graduate - the graduate and the employer or study provider is surveyed to determine whether the LBT study programme provided them with the skills and knowledge to meet industry expectations. These surveys flow into programme review and result in changes to content and delivery within programmes (if required) to improve outcomes for learners, employers, and other industry stakeholders.</p> |  |

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|  | <p>LBT industry stakeholders are clearly identified, and excellent relationships exist. We are adaptable, responsive and go where there is a need to deliver learning opportunities. By continuing to engage with stakeholders, and being resilient in ever-changing environments we place learners at the centre of our business.</p> <p>LBT understands key government initiatives to be responsive and improve both access and outcomes for learners, industry, and communities.</p> <p>In each location where LBT delivery occurs, we have established links with industry, employers, support networks and government agencies.</p> | <p>stakeholder engagement occurs regularly in all of our specialist subject areas as well as surveys that provide us with valuable contributions to course content, design, and delivery.</p> <p>LBT works continuously and proactively with the ever-changing needs of our stakeholders. Collaborating directly with our industries, communities, and iwi/hapu/marae groups nation-wide we design programmes and learning environments that meet diverse regional, cultural and employer demands. Some specific examples include:</p> <ul style="list-style-type: none"> <li>• <b>NZ Certificate in Land Based Sustainability Practices</b> levels 3+4 were introduced (with further development underway) in response to the increasing environmental demands of both dairy and sheep/beef farming sectors.</li> <li>• <b>Iwi/industry stakeholders have indicated the need for upskilling in pest control and GPS</b> for predator trapping, as short course without significant cost. LBT is responding through the development of a new Micro-credential designed specifically to meet this demand.</li> <li>• <b>New programmes are currently being developed in Organics</b> that meet this increasing growth market and the demands of rural stakeholders who need further learning in this area.</li> <li>• <b>Intensive Literacy and Numeracy (ILN)</b> is an ongoing and essential need in many areas of NZ and LBT works continuously to deliver ILN in</li> </ul> |  |
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|  |  | <p><i>communities that would otherwise not have access to fundamental success mechanism.</i></p> <p><b>•LBT has been contracted to deliver workplace literacy to several employers including Taylor Preston, Tumu Timbers, Resene Paints, Solar Produce and Leaflands.</b> <i>The goal for these workplaces is to increase staff capability and productivity for the future. The L&amp;N learning plans LBT delivers are customised to meet the operational needs of the business and allow for increased safety and production within the business; whilst also improving the literacy and numeracy capabilities of individual staff members.</i></p> |  |
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|  | <p>LBT maintains very close relationships with an extensive range of iwi/Māori businesses, Trusts and community groups. Co-creation and reposnsive provision of education to meet the needs of these stakeholders is a key part of LBT business.</p> | <p><i>Current Partnerships/Relationships with Iwi/Māori businesses, trusts and community groups include:</i></p> <ul style="list-style-type: none"> <li>• <i>Nga Rauru Iwi</i></li> <li>• <i>Te Awanui a Rua Trust</i></li> <li>• <i>Te Rua o Te Moko Ltd</i></li> <li>• <i>Ngati Rangi Iwi</i></li> <li>• <i>Nga Kanohi Marae o Wairarapa</i></li> <li>• <i>Ngati Apa Iwi</i></li> <li>• <i>Te Kotahitanga O Ngāti Tūwharetoa</i></li> <li>• <i>Whakarewa Forest Trust</i></li> <li>• <i>Hauhangaroa Partnership</i></li> <li>• <i>Hurakia Incorporation</i></li> <li>• <i>Mamaku Kaimai Collective</i></li> <li>• <i>Tuwharetoa Farming Collective</i></li> <li>• <i>Whakarawa Farms Ltd</i></li> <li>• <i>Te Tarata Trust</i></li> <li>• <i>Te Tumu Paeroa</i></li> <li>• <i>Lake Taupo and Lake Rotoaira Forest Trust</i></li> <li>• <i>Ngati Hikairo</i></li> <li>• <i>Te Rawara Iwi</i></li> <li>• <i>Tauhara North No. 2 Trust</i></li> <li>• <i>Rotorua Māori Wardens Association</i></li> <li>• <i>Tura Ngati Te Ngakau/Awa Iwi Group</i></li> <li>• <i>Tiroa E and Te Hape Incorporation</i></li> <li>• <i>Ngati Hauiti</i></li> <li>• <i>Ngati Hau</i></li> <li>• <i>Te Pae Tawhiti Trust</i></li> </ul> |  |
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| <p><i>Assessment is fair, valid, consistent, and appropriate.</i></p> <p><i>Assessment provides learners and teachers with useful feedback on progress.</i></p> | <p>A robust internal moderation schedule ensures that assessment is valid fair and appropriate. Moving significant amounts of learning into an online platform and allowing learners the opportunity to work in a blended delivery environment delivery environment has further enhanced transparency around assessment and moderation. The LBT online learning platform (Canvas) also improves access to assessment resources and feedback around assessment for learners in real-time.</p> | <p>A major development and investment in 2021 was the development of an online learning platform (Canvas) for our programmes, assessments and resources. The aim is for all L3+ programmes to offer blended learning options by 2025.</p>  | <p><b>Canvas files</b></p> <p><b>Assessment policies</b></p> <p><b>Staff meeting minutes</b></p> <p><b>Learner Handbooks</b></p> <p><b>Assessment Results</b></p> <p><b>Moderation Reports</b><br/><i>(internal and external)</i></p> <p><b>Learner Surveys</b><br/><i>(feedback)</i></p> |
|   | <p>Internal moderation policies and processes support ‘teacher development’ and provide opportunities for feedback and development.</p> <p>External moderation through WDC’s further supports fair and valid assessment practices reflective of the wider TEO sector. The feedback received from WDCs is an important part of self-reflection and continuous improvement for teaching staff.</p>   | <p>LBT assessment and moderation policies are robust and support best practice in assessment. These policies inform the development of our processes such as moderation plans, delivery schedules, provision of extensions and information for course outlines and Learner Handbooks.</p>                    |   |
|   | <p>Teaching staff use a variety of innovative approaches to ensure that ALL learners including those with literacy challenges fully understand LBT culture and policies, and their entitlements and obligations (including those related to assessment)</p>  | <p>Every programme of study has a Learner Handbook. These are provided as a digital resource for Canvas-based programmes and in hard-copy for paper-based programmes. Tutors ensure that learners are familiarised with the content and how to access further information at the start of the programme.</p> |   |

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|  | Teaching staff use a variety of innovative approaches to ensure that ALL learners including those with literacy challenges fully understand LBT culture and policies, and their entitlements and obligations (including those related to assessment) | Self-Assessment processes that are included in regular team discussions/meetings include peer-feedback about many different andragogical approaches used in ensuring this information is understood and accessible. Some approaches include power-point presentations, hard copy distribution, card games that reinforce handbook fundamentals, quizzes, one-on-one conversations. |  |
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#### KEQ4: How effectively are learners supported and involved in their learning?

| <b>PERFORMANCE:</b>   | <b>GOOD</b>   | <b>How do we know?</b>   | <b>Evidence</b>  |
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| <b>SELF-ASSESSMENT:</b>   | <b>GOOD</b>   |  |  |
| <p><i>Learners learning goals are well understood.</i></p> <p><i>Comprehensive and - timely study information and advice is provided to assist learners pursue their chosen pathways.</i></p> | <p>Goals and aspirations that are the central motivation for learning are prioritised throughout the learner journey. Relationships between learners, tutors and operations managers are formed at the very first point of contact. This journey begins with a one-on-one conversation between the learner and tutor and is maintained throughout the programme to ensure that learners are supported in their study and career goals.</p> <p>Formal learner evaluations are completed twice in each programme of study and assist in understanding learner goals and expectations. Graduate surveys are also undertaken by learners and employers.</p> | Individual learning plans are developed for each learner at the beginning of their study. These plans are a collaboration between the learner and the tutor and take into account the learner's aspirations and expectations for study, their L&N levels, previous study, impairments or personal situations that could impact on their study (and arrangements to support these issues), strengths, whanau support and anything else that is relevant to their learning journey. These plans are an important source of information to support successful study outcomes and learner goals. | <p><b>Promotional course information</b><br/>(paper-based, websites, socials)</p> <p><b>LBT Learner Success Plan</b><br/>(see appendices for full LSP)</p> <p><b>Individual Learning Plans</b><br/>(see appendices for ILP sample)</p> |



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| <p><i>Responses to the well-being needs of learners are appropriate.</i></p> <p><i>Learners are provided with useful and timely feedback on their progress.</i></p> | <p>Learners are supported in holistic ways that promote well-being. Tutors employ individualised plans that that are developed in collaboration with the individual learner and/or whanau (where appropriate).</p> <p>Tutors and Operations Managers, track the well-being and success of each learner throughout the duration of their study. In addition to the direct responses to learner well-being, teaching staff also support learners to connect with wider health and well-being organisations within the community.</p> | <p>Learners are provided with a variety of ways in which they can communicate their needs:</p> <ul style="list-style-type: none"> <li>• <i>Online chat groups (social media)</i></li> <li>• <i>Canvas messenger and 'big blue button'</i></li> <li>• <i>Learner surveys</i></li> <li>• <i>Direct one-on-one conversation</i></li> <li>• <i>Hui and Korero with iwi/hapu/marae groups</i></li> <li>• <i>Informal conversations and comments</i></li> </ul>   | <p><b><i>Learner surveys</i></b><br/><i>(see appendices for survey sample)</i></p> <p><b><i>LBT Learner Success Plan</i></b><br/><i>(see appendices for full LSP)</i></p> <p><b><i>LBT Disability Action Plan</i></b><br/><i>(see appendices for full DAP)</i></p> |
|   | <p>Learner Survey feedback is analysed and responded to in a timely manner to inform possible amendments to programme delivery, course design and overall LBT culture.</p> <p>LBT also has a robust Learner Complaint Policy for ensuring that grievances are addressed in a fair and timely manner.</p> <p>The wellbeing of learners is addressed in an ongoing way through regular learner-tutor interactions, social media groups, Canvas 'Big Blue Button' and correspondence with Operations Managers.</p>                    | <p>Learner feedback is treated as important part of ensuring the well-being of learner during their study journey at LBT. Recently we introduced online surveys incentivised with draws for grocery vouchers. This new initiative has provided an alternative to paper-based surveys and the improvement in uptake is significant.</p> <p>This move will provide us with a much better picture of overall and individual learner wellbeing going forward and is an important piece of work relating to learner success.</p> | <p><b><i>Individual Learning Plans</i></b><br/><i>(see appendices for ILP sample)</i></p> <p><b><i>Complaints Register</i></b></p> <p><b><i>Change Register</i></b></p>  |
|   | <p>Learners are provided with processes to lodge formal complaints and informal concerns. This provides a cohesive basis for responding to individual issues and also for analysing trends that can inform and drive change at organisation, programme, course or classroom level.</p>   | <p>LBT maintains a complaints register with regular reviews. The processes around both formal and informal complaints are in accordance with the LBT Learner Complaints Policy. Learners are provided with this information in their Learner Handbooks.</p>   |  |

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| <p><i>The learning environment is inclusive.</i></p> | <p>Our matauranga Māori-based learner philosophies of nga whai painga, nga tumanako, nga and ara ki te marama ensure that every learner matters. We know that these philosophies empower ALL learners irrespective of cultural and societal backgrounds and that “what is good for everyone is not always good for Māori; but what is good for Māori is good for everyone.”</p> <p>LBT maintains high standards and genuine commitment to Te Tiriti o Waitangi. In practice this means that the Tiriti values and principles of mutual respect are embedded in all of our programmes, policies and practices and also reflected in the overall culture of the organisation.</p> | <p>Land Based Training has worked hard to develop genuine collaborations with iwi/hapu/marae and is the preferred provider for many Iwi throughout the country - Ngati Ruanui, Nga Rauru, Tuwharetoa, Ngati Rangi, Ngati Hauiti, Tura Te Ngakau (and a number of others).</p> <p>Māori learners have historically and consistently made up between 50-60% of our learner enrolments. Due to the respect and relationship building efforts of LBT there is high demand from Māori businesses and learners for programmes of study to be delivered in communities where Māori form a high percentage of the population.+</p> | <p><b>Course completions stats</b></p> <p><b>Learner and stakeholder surveys</b><br/>(see appendices for survey sample)</p> <p><b>Priority group, ethnic and age data stats</b></p> <p><b>LBT Learner Success Plan</b><br/>(see appendices for full LSP)</p> <p><b>LBT Disability Action Plan</b><br/>(see appendices for full DAP)</p> <p><b>Individual Learning Plans</b><br/>(see appendices for ILP sample)</p> <p><b>Learner progression stats</b></p> |
|  | <p>The age range of learners that benefit from LBTs unique approach to educational delivery is broad. We support secondary schools through the provision of Star, 3+2 and Gateway courses as well as those who have left school without sufficient qualifications through Youth Guarantee and MPTT initiatives; whilst also delivering at the other end of the spectrum to mature learners up-skilling for industry. Some programmes (such as apiculture) have proven to be of particular interest to mature learners wishing to create their own income streams.</p>   | <p>Life-long learners are supported in all of our study areas, with some programmes being of particular interest to mature learners. Apiculture, Sustainability and Organics are areas of study that are often accessed by mature learners. Programme design accommodates mature learners needing to upskill to enhance their current businesses, as practical content can often be assessed on the learner’s own property. These learners are often managing the demands of business whilst studying, so part-time and blended learning also supports this.</p>   |   |

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| <p><i>Policies and procedures minimise barriers to learning.</i></p> | <p>LBT has many practices and policies in place that directly and indirectly support barrier-free learning. Our enrolment policies are inclusive, and learners are fully supported with one-on-one support throughout the enrolment processes.</p> <p>Learners voice informs our policies and is an important part of process updates and changes. Learners are provided with wrap around support and relationship-based learning – naturally occurring evidence and informal feedback is often gained in this context.</p> | <p>LBT enrolment and selection policies require robust learner evaluation processes. This feedback helps to gain a better picture of barriers and initiatives to address barriers. A recent move to online learner evaluations has increased learner engagement with this process.</p>  | <p><b>Course completions stats</b></p> <p><b>Industry data/stats</b><br/>(Health, MSD, Census, MoE)</p> <p><b>LBT academic policies</b><br/>(RPL, assessment etc)</p> <p><b>LBT Learner Success Plan</b><br/>(see appendices for full LSP)</p> |
|  | <p>LBT supports learners with an individualised approach to recognition of prior learning (RPL), transition from/to other programmes and cross credits. Learners who need to transfer to an alternative provider or transition to further study are fully supported by teaching and admin staff.</p>  | <p>Individual learning plans are developed for each learner at the beginning of their study. These plans are a collaboration between the learner and the tutor and include all details of the learner journey to date, including possible RPL or cross-credit opportunities. These plans support successful study/career outcomes and goals including transitions to further study.</p> | <p><b>LBT Disability Action Plan</b><br/>(see appendices for full DAP)</p> <p><b>Individual Learning Plans</b><br/>(see appendices for ILP sample)</p>   |
|  | <p>Recognising that L&amp;N issues can create significant barriers to learning, LBT has a policy of supporting ALL learners in these areas.</p> <p>All L1-2 and KEY learners are assessed using the Literacy and Numeracy for Adults Assessment Tool (LNAAT), including pre and post study. This is also utilised on most of our Level 3 and Level 4</p>  | <p>All LBT programmes at levels 1&amp;2 include ILN, and most programmes at levels 3 and above have L&amp;N embedded as part of best practice delivery.</p> <p>LNAAT 'steps levels' are recorded at the beginning and end of study. Well over 80% of learners improve their 'steps' during their study at LBT.</p>  | <p><b>ILN stats and programmes</b></p> <p><b>Inclusive programme design</b></p>  |

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|  | programmes to ensure the learner is entering in at the right level to complete the programme successfully.  |  |  |
|  | LBT works to minimise age and socio-economic barriers, supporting youth and low-income learners through engagement in targeted funding programmes and through the provision of additional support mechanisms. | <p>LBT partners with 'Taranaki Futures' to be a preferred TEO for MPTT scholarships. Although these scholarships are not exclusively for youth they can accessed by Māori and Pasifika youth who are not yet old enough to access student loans (16-17 years). In addition, they can be accessed by Māori and Pasifika people from a wider age group (16-40 years) to support the financial demands of tertiary study.</p> <p>Provision of 'Youth Guarantee' funds for learners up to the age of 24 to access level 1+2 learning opportunities without the expense of course fees.</p> <p>LBT offers a number of agricultural programmes of study that are delivered onsite at 'Farm Training Schools' These facilities allow for learners to complete cadetships or programmes of study while living onsite in communal purpose-built facilities. Examples of this are:</p> <ul style="list-style-type: none"> <li>• <i>Otiwhiti LBT Training School (Rangitikei)</i></li> <li>• <i>Fairlight Foundation (Southland)</i></li> </ul> <p>These are live-in programmes of study that provide accommodation, meals and everyday</p> |  |

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|  |  | <p>services, which can often be pressure points for younger learners during study.</p> <p>Other forms of support that LBT regularly offer include daily transport to and from classes (for many programmes), provision of kai (usually lunch) for some programmes, and personal support from tutors to assist learners in connecting with external support agencies.</p>   |  |
|  | LBT works with cultural immersion to minimise barriers for Māori learners; engaging in marae-based delivery whenever the demand exists. This not only ensures the provision of Mātauranga Māori, but also extends learning opportunities to (often) very remote communities who would not otherwise be serviced by education providers | LBT has active partnerships with many iwi/hapu/marae across NZ. Te Tiriti o Waitangi principles are honoured through the support of Māori and Iwi businesses and enterprises and the provision of relevant and responsive learning opportunities. One very successful partnership has been with Te Rua O Te Moko - an operating dairy farm in Hawera where a training school has operated for 8+ years. The school is a very successful joint venture between LBT and Te Rua O Te Moko, and in 2014 they gained the prestigious Ahu Whenua Māori Farmer of the Year award. |  |
|  | LBT has recently developed a robust Disability Action Plan (DAP) which follows the guidelines issued by TEC. This action plan sets out five key components that will allow LBT to minimise barriers and improve outcomes and everyday experiences of education for learners living with an impairment.                                 | <p>LBT has a clear 'roadmap' for the implementation of the Disability Action Plan - it includes each of these measurables:</p> <ul style="list-style-type: none"> <li>• <i>describes goals and targets.</i></li> <li>• <i>evaluation strategies</i></li> <li>• <i>allocation of responsibility</i></li> <li>• <i>communication of policies and programmes.</i></li> </ul>  |  |

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|   |  | <ul style="list-style-type: none"> <li>• <i>clear evidence of use of the Kia Ōrite toolkit and the best practice standards</i></li> </ul> <p>Land Based Training's DAP will embed these considerations as it is actioned and implemented. The first step has been allocation of workstreams that map to the Kia Ōrite toolkit, and the two strategic components and its subsets as defined by TEC.</p>  |   |
| <p><i>Learners have opportunities to apply knowledge and skills in a variety of contexts.</i></p> | <p>LBT programmes use teaching methods that include the principles of Mātauranga Māori and Ako. When delivering in demographic areas that have a high percentage of Māori learners LBT strive to employ tutors from within the Iwi and deliver programmes in familiar environments such as a local marae or Iwi-owned farms.</p> | <p>All LBT programmes have part-time study options available, and many are available in blended delivery modes. This best supports the needs of our diverse learners and ensures learners are given every chance of success.</p>  | <p><b>Stakeholder surveys</b><br/><i>(see appendices for survey sample)</i></p> <p><b>Iwi Stakeholder lists and collaborations</b></p>  |
|   | <p>Learning styles are catered to and interest stimulated through diverse delivery methods – practical hands-on learning, group work, theory lessons, industry visits, guest (industry) speakers, industry work experience and/or visits, online learning tools.</p>   | <p>LBT has invested significant resources into developing 'Canvas' as an online learning platform to better enable learners through the provision of blended delivery.</p> <p>As part of the LBT Disability action Plan we are broadening our modes of delivery for learners with impairments and auditory learning styles. A notable example of this will be the inclusion of 'ReadSpeaker' technology for our online learning platform and website. This will allow learners to use an auditory mode of learning.</p> | <p><b>LBT Learner Success Plan</b><br/><i>(see appendices for full LSP)</i></p> <p><b>LBT Disability Action Plan</b><br/><i>(see appendices for full DAP)</i></p> <p><b>Programme Design Documents</b><br/><i>(LBT files)</i></p> |

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|  |   | <p>LBT has a strong focus on kinaesthetic learning throughout our very ‘hands-on’ programmes that are delivered in ‘real-world’ environments - dedicated training farms, specialist trade or iwi/hapu/marae industries, marae-based enterprises, parks and reserves and in any industry that requires our provision of learning.</p> <p>Dedicated, fully equipped classrooms are also provided at many sites across NZ for the delivery of theory content. This often includes blended (online) content, but we also understand that there is often no alternative to face-to-face support and awahi. All level 1-2 programmes are delivered face-to-face/onsite.</p> |  |
|  | <p>Learners from remote locations are supported to succeed in study in a range of contexts and delivery locations that best suit their needs – marae-based delivery, on-farm delivery, community groups, schools and any other context that can be accommodated within funding and compliance guidelines.</p> | <p>Rural and remote locations are well served by LBT, and an area of focus has always been communities or locations that are not otherwise serviced by major tertiary providers.</p>  |  |



## KEQ5: How effective are governance and management in supporting educational achievement?

| <b>PERFORMANCE:</b>                                   | <b>EXCELLENT</b>   | <b>How do we know?</b>   | <b>Evidence</b>  |
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| <b>SELF-ASSESSMENT:</b>                               | <b>EXCELLENT</b>   |  |  |
| <i>Organisational purpose and direction is clear.</i> | <p>LBT has a clear purpose and direction that was established at the inception of the business over 25 years ago. That purpose and the need for primary industry learning opportunities is as relevant today as it was in the 1990's.</p> <p><b>Land Based Training's mission statement is clear:</b><br/>Provide pathways to knowledge and self-awareness that will lead to better employment opportunities through vocational employment-focussed learning.</p> <p>Our role is to provide learners with skills and knowledge through vocational learning and experience; to lead and support pathways to positive employment and/or further study.</p> <p>As a Tertiary Education Organisation (TEO) we work collaboratively with our stakeholders to ensure our programmes of study meet industry demands and that their (learners and employers) needs are met through quality learning and skilled graduates.</p> | <p>LBT remains focussed on support for primary industries and related trades. LBT is governed by two Directors. Both have been part of the Business since its inception in 1996.</p> <p>The business is managed through a management team which includes the Directors, a General Manager, two Operations Managers, Head of Department Tutors, and an Academic &amp; Compliance Manager. The management team meet formally on a 6-8 week cycle.</p> <p>All planning, finance and strategy initiatives are tabled at management/board meetings and action plans are developed. Key stakeholders are consulted and included in actions. Planning documents feed into bi-annual investment plans developed in consultation with TEC and LBT stakeholders.</p> | <p><b>Analysis and use of feedback from:</b><br/><i>external stakeholders, Iwi/hapu/marae Learners, evidence of improvement through SA, previous EER</i></p> <p><b>management/Board meeting minutes</b></p> <p><b>SA Discussion notes</b><br/><i>(LBT files)</i></p> <p><b>TEC Investment Plan</b></p> |



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|   |   | Management meet with Muka Tangata and TEC on a six-weekly cycle which also contributes to Board/Management meetings.  |   |
| <i>Organisational academic leadership is effective.</i> | <p>The LBT Management Team bring a wealth of knowledge and experience to the organisation and are recruited to ensure the overall success of the organisation and provision of quality outcomes for stakeholders including learners.</p> <p>In early 2018, as a result of rapid growth and expansion of our organisation, the number of operational management staff increased from one to two in support the growth of the organisation, and then in mid-2022, a further Operations Lead position was developed to support the delivery of programmes in the Far North.</p> <p>Due to the geographic location and relative remoteness of Far North delivery locations, it was decided that a focussed operations lead was required to best serve that region and support the teaching staff and learners.</p> <p>At the start of 2023 a further fulltime, permanent senior management role was created to provide support and oversight to all management staff and to free up the Managing Director for greater focus on strategy and governance. This new role also supports a high level of engagement with key</p> | <p>LBT recruits and maintains a team of highly skilled professional to manage all aspects of the business:</p> <p><b>Managing Director:</b> LBT has been managed by Rob Gollan since it was formed in 1996. Rob has an enormous history in agricultural starting out at Lincoln University and receiving a Bachelor of Agricultural Science. Since then, he has worked for MAF and then in 1987 formed his own Farm Consultancy Company in Whanganui. Rob contributes his time and experience in farming to the learners with classroom and on-farm visits. He also uses his years of management experience and strong stakeholder relationships to continue the growth of LBT.</p> <p><b>Director:</b> A former Field Officer for LBT, Jeremy Higgle is a part owner and the Director of LBT. Jeremy purchased his family sheep / beef farm of 1250 acres in 1987. Since then, he has been in the agricultural training industry with courses such as R.E.A.P (alongside running his own farm).</p> <p><b>General Manager:</b> Tim Snape has been with LBT since as an operations manager in 2018 responsible for programmes, tutors and field staff in Whanganui across to Hawkes Bay and as far south as Christchurch. At the start of 2023 he was promoted to the role of General Manager. Tim is</p> | <p><b>Analysis and use of feedback from:</b><br/>external stakeholders, Iwi/hapu/marae Learners, evidence of improvement through SA, previous EER</p> <p><b>HR details</b></p> <p><b>management/Board meeting minutes</b></p> <p><b>SA Discussion notes</b><br/>(LBT files)</p> <p><b>TEC Investment Plan</b></p> |

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|  | <p>stakeholders and supports new business development.</p> <p>The management team are dedicated to providing professional and career focused educational pathways for our learners. Each member brings a unique skillset to the organisation and supports the culture of continuous improvement and responsive provision (for which LBT is known).</p> <p>Formal reports and formal/informal feedback from key stakeholders including WDCs, TEC and NZQA, industries and learners indicates satisfaction and efficacy with LBT academic leadership and governance.</p> | <p><i>a Chef by profession and started his tertiary education career in 1994 teaching professional cookery at Waikato Institute of Technology in Hamilton and then at UCOL in Whanganui. Over the past 12 years Tim has worked in various management roles both in the public and private sectors of the Tertiary Education Industry.</i></p> <p><b>Academic and Compliance Manager:</b> <i>Katrina Langdon brings extensive knowledge of the tertiary education sector and has spent 25 years involved in many areas of the education sector. Having worked in a range of roles as a teacher, lecturer, academic manager, project manager, quality director and programme developer she brings a wide range of focussed experience and energy to the role. She has a particular interest in cultural diversity and accessibility, as well as spending significant time working with Iwi/hapu and marae-based programmes, international learners, impairment affected learners and (quite recently) with Aboriginal Corporations in remote areas of Australia.</i></p> <p><b>Operations Manager (South):</b> <i>Donna Nicholson has been working in education for over 20 years. Starting her career as a tutor she has had the growth and experience in all aspects of adult education including working in training environments within the prisons to higher level international diplomas. In 2019 Donna worked in a quality assurance and 'train the trainer' role in Rarotonga which was an excellent opportunity to experience international training deliverables.</i></p> |  |
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|  |  | <p><i>She has recently come from Hawkes Bay where she was working as an academic director.</i></p> <p><b>Operations Manager (North):</b> Linda Weterman works with our teaching staff from Hawera – Ohakune - Waiohuru – Rotorua - Opotiki across to Northland. Linda has extensive experience in the tertiary education sector and has spent the last 30 years working in and supporting lifelong learning and strengths-based leadership. Some of Linda's roles over that period include Auditing, Tutoring and Facilitation (Management, Internal Auditing, Accounting and Project Management, Governance), Learning Systems Management, Educational Leadership, CE of YMCA for the Greater Wellington region and CE Distance Division at Aspire2.</p> <p><b>Operations Lead (Northland):</b> Born and raised in Tauranga, John McNaughton spent 28 years in the dairy industry in Waikato before moving to Northland in 2017. Taking an opportunity to work with Taratahi in the mid 2010's, John became involved in the training agriculture learners. John joined LBT in 2021 where he has been instrumental in improving the outcomes for learners in Northland.</p> <p><b>Head of School (Agriculture):</b> Derek Priest has been working with LBT since its inception in 1996. After working for MAF, up the Waitotara Valley as a shepherd general and farm owner on the Parapara hills, he focused his passion for livestock farming to future farmers. Derek presently tutors level 3, 4 and 5 programs at the Otiwhiti Land Based Training Agricultural Facility inland from</p> |  |
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|  |   | <p>Huntermville. He has also been involved with agricultural training in both the Sichuan Province in China and Botswana.</p> <p><b>Head of School (Apiculture):</b> this position has recently become vacant as the result of a staff resignation and will be filled in due course. The previous HOS continues to work for LBT part-time as a moderation lead, and subject matter specialist.</p>  |   |
| <p><i>Sufficient resources are allocated to support</i></p> <p><i>Recruitment and development of staff is effective.</i></p> <p><i>learning, teaching and development.</i></p> | <p>LBT teaching staff are recruited first and foremost for their knowledge of industry practice, as these specialist skills are essential to delivering on the commitment to providing industry-ready graduates. Many of our teaching staff are part-time and still actively involved with relevant businesses of their own on a daily basis.</p> <p>Wherever possible LBT hire teaching staff who already have adult teaching qualifications and experience, however it is not always possible to find applicants with both industry and teaching experience.</p> <p>Where new staff without a teaching background are hired, there are solid support mechanisms in place to ensure that they are supported to gain teaching skills and confidence in a timely manner.</p> <p>New staff who require teaching knowledge are supported through regular support visits and mentoring by skilled Operations Managers and the Digital Operations manager. They are also</p> | <p>Due to the wide geographic spread of LBT delivery sites, it was identified that Canvas should be used a platform to support staff induction and professional development. This portal is currently under construction and being piloted as an additional support system for all staff.</p> <p>Significant resourcing has been allocated to developing an induction and professional development portal, including the establishment of a permanent staff member to develop all online material, upskill current staffing and ensure learner needs are met. In addition to the use of this platform for blended learning, it also supports staff as a platform to host a professional development portal and as a general portal for learner resources.</p> <p>LBT considers the individual professional development needs (both formal and</p> | <p><b>Analysis and use of feedback from:</b><br/>external stakeholders, Iwi/hapu/marae Learners, evidence of improvement through SA, previous EER</p> <p><b>TEC Investment Plan</b></p> <p><b>HR details</b></p> <p><b>Staff Satisfaction Surveys</b></p> <p><b>management/Board meeting minutes</b></p> <p><b>SA Discussion notes (LBT files)</b></p> <p><b>Canvas – PD and Induction Portal</b></p> <p><b>Professional Development Register</b></p> |

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|  | <p>supported to enrol in and complete NCALNE and assessment unit standards.</p> <p>Regular scheduled team meetings provide peer support and management support. As part of team meetings, teaching strategies and self-assessment questions are discussed and all aspects of learner support are tabled and strategically considered.</p> <p>Specific professional development workshop opportunities in areas such as assessment and moderation, pastoral care and Tikanga are supported through funding and allocation of time where there is need and/or interest.</p>  | <p>informal) of each staff member individually. A register of completed and planned PD activities for each employee is maintained.</p> <p>LBT works closely with WDCs to ensure their recommendations and offerings related to PD are followed and understood.</p>  |   |
| <p><i>Data analysis is used effectively throughout the organisation.</i></p> | <p>Data analysis is central to performance measures and forward planning at LBT.</p> <p>Learner success and retention, course completion, industry trends, future planning and expansion, alignment to government priorities, benchmarking activities and considering LBT performance against national and regional trends are all considered through the analysis of data.</p> <p>Data collected from student management systems, TEC and NZQA sites, Statistics NZ, MoE, learner and stakeholder surveys, and graduate/employer feedback all inform regular Management/Board meeting reports, SA and planning.</p> | <p>Regular Management meetings include reports from all subject and management delegation areas and utilise collected data as the basis for performance measure and future planning.</p> <p>Minutes from these meetings become official documents that are ratified and inform investments plans and programme development.</p> | <p><b>Course completions stats</b></p> <p><b>Industry data/stats</b><br/>(Health, MSD, Census, MoE)</p> <p><b>LBT Learner Success Plan</b><br/>(see appendices for full LSP)</p> <p><b>management/Board meeting minutes</b></p> <p><b>ILN stats and programmes</b></p> <p><b>Inclusive programme design</b></p> |

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| <p><i>The TEO operates in a sustainable business model, which is aligned to its educational purpose.</i></p> <p><i>The education organisation anticipates and responds effectively to change.</i></p> | <p>LBT holds a financial rating of 'Low Risk' and maintains significant investment in infrastructure with buildings, vehicles, plant, computer software and other specialist equipment.</p> <p>In 2017 approximately \$500,000 was invested in primary sector training. A further \$100,000 has been invested each year since to support additional vehicles and specialist equipment. In addition, \$250,000 has been invested at Otiwhiti Station to develop full live-in facilities, and vehicles as required for onsite learning.</p> <p>From 2020-2023 approximately \$200,000 has also been invested in IT and new technology. This is further supported by the addition of a fulltime Digital Systems Manager.</p> | <p>LBT has continued as a trusted provider of primary industry and trade education for over 25 years. During that time a financial rating of 'Low Risk' has been consistently maintained. Risk and contingency are professionally and prudently managed by Owner/Directors with significant and extensive business experience and skills.</p> <p>The Managing Director is closely involved with Industry Stakeholders everyday in his capacity as a Farm Consultant. Running these businesses concurrently provides LBT with a significant edge in understanding and pre-empting the educational needs of relevant industries.</p> | <p><b>TEC Investment Plan</b><br/><i>(financial performance and position, risk analysis, progress against strategic plan and targets)</i></p> <p><b>management/Board meeting minutes</b></p> <p><b>Self-assessment findings</b></p> <p><b>Stakeholder Feedback</b></p> <p><b>WSD Reports</b></p> |
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## KEQ6: How effectively are important compliance accountabilities managed?

| <b>PERFORMANCE:</b>   | <b>EXCELLENT</b>   | <b>How do we know?</b>   | <b>Evidence</b>  |
|---|--|--|--|
| <b>SELF-ASSESSMENT:</b>                                     | <b>EXCELLENT</b>   |  |  |
| <p><i>Policies and practices are legal and ethical.</i></p> | <p>LBT maintains strong legal compliances that adhere with a full suite of policies and procedures developed and maintained in consultation with the LBT Board, management, stakeholder feedback and current government and industry regulations and best practice guidelines.</p> | <p>Previous EER and TEC and financial audits indicate compliance standards are being met and no significant issues have been indicted in regard to legal and ethical compliance.</p> | <p><b>TEC Investment Plan</b> <i>(financial performance and position, risk analysis, progress against strategic plan and targets)</i></p> <p><b>management/Board meeting minutes</b></p> |



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|   | <p>Our Student Code of Conduct has been developed in line with TEC and NZQA and ensures that our practices are legal, fair and ethical.</p> <p>Staff and learner files are maintained in alignment with legal and privacy best practice and official documents are maintained and securely stored.</p>   | <p>WDC moderation reports consistently indicate no serious concerns, and where minor concerns have been highlighted, we have developed action plans to meet the requirements indicated in the WDC recommendations.</p>   | <p><b>Self-assessment findings</b><br/><b>Stakeholder Feedback</b></p> <p><b>WSD Reports</b></p> <p><b>Learner handbooks and course material</b></p> <p><b>LBT Official Policies</b></p> <p><b>Code of Practice</b><br/><b>Moderation Reports</b></p>   |
| <p><i>The TEO has effective compliance management processes.</i></p> <p><i>Relevant legislation, rules and regulations are complied with.</i></p> | <p>LBT utilises multiple internal and external compliance systems , responsive management and self-assessment processes to effectively manage compliance accountabilities.</p> <p>Formalised professional and WDC external moderation, NZQA Consistency Reviews, TEC audits and financial assessments are regularly undertaken and adhered to in line with current government priorities and standards.</p> <p>A full suite of organisational policies and procedures are maintained and adhered to. These are reviewed bi-annually (or sooner if changes to laws and legislations create the need for amendment).</p> <p>All policies are tested for efficacy against staff and learner consultation and current market influence</p> | <p>Learner Handbooks are reviewed before each programme delivery and updated with relevant policies.</p> <p>Learner attendance records are treated as legal compliance documents and kept accurate and up-to-date.</p> <p>Learner complaint, staff grievance, governance/management meeting minutes are kept as official records.</p> <p>Risk assessments (RAMs), programme change/approval documents, staff PD records and all required financial information is stored and maintained as official records.</p> | <p><b>Learner handbooks and course material</b></p> <p><b>LBT Official Policies</b></p> <p><b>Code of Practice</b></p> <p><b>Moderation Reports</b></p> <p><b>Learner Attendance records</b></p> <p><b>Stakeholder engagement for new programme approval</b><br/>(NZQA and LBT files)</p> <p><b>Consistency Reviews and Self-Assessment</b></p> <p><b>Complaints Register</b></p> <p><b>RAMs, H&amp;S files</b></p> |

## Action Plan for Continuous Improvement 2023 - 2025

| Action   | Outcome   | Delegation/Date  |
|--|---|--|
| Additional provision of field officers where the need is great in terms of large/diverse learner numbers. Field Officers provide additional pastoral care for learners and support for tutors.   | Learners have high levels of satisfaction with their study pathways and are more likely to achieve their goals. More fully qualified and skilled workers are available to support primary industries. | 2024 and ongoing<br>General Manager and<br>Managing Director.                      |
| Introduce more marae-based delivery, with wrap-around support from iwi/hapu/marae. Tutor/iwi/hapu/marae feedback and results/stats tell us that this improves outcomes for Māori learners, and we know that what works for Māori learners works for <u>ALL</u> learners. | New and existing teaching staff are more supported in their teaching/PD/ Induction<br><b>Supports KEQ: 3+4</b>  | 2023 and ongoing<br>General Manager and<br>Operations Managers                     |
| Further extend our provision of flexible learning approaches to best suit the needs of our learners (current and on-going).  | Technology and data are used effectively and proactively to enhance the learner experience and increase completion and learner satisfaction rates.<br><b>Supports KEQ: 1, 3, 4</b>                    | 2023 and ongoing<br>Academic and Compliance<br>Manager, Digital Systems<br>Manager |
| Introduce an online platform to manage H&S/RAMS processes. Current system is very labour intensive, and paper based.   |   | 2023<br>Operations Managers and<br>HODs  |
| Add additional technology to further enhance modes of delivery, to classrooms in remote locations where there is not provision currently installed.  |   |  |



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| Further design of micro-credential qualifications and short courses that support specific industry needs for learning 'bites', PD, compliance and skill enhancement  | Industry stakeholders have high levels of satisfaction with learning opportunities and are supported to achieve business improvement goals.<br>More fully qualified and skilled workers are available to support primary industries.<br><b>Supports KEQ: 2+3</b> | 2023-24<br>General Manager and Academic and Compliance Manager   |
| Introduce site visits around the country to allow learners to meet with LBT Quality staff for informal hui to discuss all aspects of the learning journey.   | Learners can participate and contribute in meaningful ways and feel valued as stakeholders. This leads to improved learner outcomes and overall satisfaction.<br><b>Supports KEQ:1, 2,3, 4,5, 6</b>  | 2023-24<br>Academic and Compliance Manager   |
| Supported online evaluation platform to allow learners every opportunity to provide quality feedback.<br>Participation in these evaluations could also be incentivized.<br><br>Add Read-Speak technologies to website and learning platforms to support impairments. |  | Currently underway and in use, but to be increased 2023-24 and ongoing.<br><br>Academic and Compliance Manager and Digital Systems Manager |
| More effective induction methods for new staff. This will include a dedicated online portal with resources and information.  | Staff are better supported and empowered through self-learning opportunities that enhance professional development and best practice. Staff who are better supported are better able to support learners.<br><br><b>Supports KEQ:1, 2, 4, 5, 6</b>               | Currently underway and in use, but to be increased 2023-24 and ongoing.<br>Academic and Compliance Manager and Digital Systems Manager     |
| Increase formal self-reflection and peer review for all teaching staff.  |  | 2024<br>Academic and Compliance Manager and Operations Managers  |

## *EER Rubrics*

### **External Evaluation and Review Rubrics**

#### **Rubric 1: Criteria for rating Educational Performance for Key Evaluation Questions and Focus Areas**

|           |   |
|-----------|---|
| Excellent | <ul style="list-style-type: none"> <li>• Performance is exceptional</li> <li>• Highly effective contributing processes</li> <li>• Very few gaps or weaknesses</li> <li>• Any gaps or weaknesses have no significant impact and are managed very effectively</li> </ul>                              |
| Good      | <ul style="list-style-type: none"> <li>• Performance is generally strong</li> <li>• Effective contributing processes</li> <li>• Few gaps or weaknesses</li> <li>• Gaps and weaknesses have some impact but are mostly managed effectively</li> </ul>  |
| Marginal  | <ul style="list-style-type: none"> <li>• Performance is variable</li> <li>• Inconsistent contributing processes</li> <li>• Some gaps or weaknesses have some impact, and are not managed effectively</li> </ul>   |
| Poor      | <ul style="list-style-type: none"> <li>• Performance is unacceptably weak</li> <li>• Ineffective contributing processes</li> <li>• Significant gaps or weaknesses have significant impact, and are not managed effectively</li> <li>• Does not meet minimum expectations or requirements</li> </ul> |

## **Rubric 2: Criteria for rating Capability in Self-Assessment for Key Evaluation Questions and Focus Areas**

|           |  |
|-----------|--|
| Excellent | <ul style="list-style-type: none"> <li>• Self-assessment is exceptional and comprehensive</li> <li>• Strong evidence of improved outcomes brought about by self-assessment activities</li> <li>• Very few gaps or weaknesses</li> <li>• Any gaps and weaknesses have no significant impact and are managed very effectively</li> </ul>                                   |
| Good      | <ul style="list-style-type: none"> <li>• Self-assessment is generally strong and comprehensive</li> <li>• Evidence of improved outcomes brought about by self-assessment activities</li> <li>• Few gaps or weaknesses</li> <li>• Gaps or weaknesses have some impact but are mostly managed effectively</li> </ul>   |
| Marginal  | <ul style="list-style-type: none"> <li>• Self-assessment is inconsistent in quality and coverage</li> <li>• Limited evidence of improved outcomes brought about by self-assessment activities</li> <li>• Some gaps and weaknesses have some impact, and are not managed effectively</li> </ul>   |
| Poor      | <ul style="list-style-type: none"> <li>• Self-assessment is generally ineffective or weak</li> <li>• No or minimal evidence of improved outcomes brought about by self-assessment activities</li> <li>• Significant gaps or weaknesses have significant impact, and are not managed effectively</li> <li>• Does not meet minimum expectations or requirements</li> </ul> |

## Programmes

*LBT provides an extensive range of fulltime and part-time qualifications; as well as short courses and Micro-credentials that meet the needs of our primary industries and trades. LBT also works extensively in the provision of Intensive Literacy and Numeracy programmes throughout NZ.*

|        |   |
|--------|---|
| NZ2211 | New Zealand Certificate in Primary Industry Production Management (Level 5) 70 credits  |
| NZ2212 | New Zealand Certificate in Agriculture (Level 4) 100-125 credits<br>Strand: Dairy Farming<br>Strand: Breeding Livestock Farming<br>Strand: Non-Breeding Livestock Farming |
| NZ2215 | New Zealand Certificate in Primary Industry Operational Skills (Level 3) 40-60 credits  |
| NZ2217 | New Zealand Certificate in Agriculture (Pastoral Livestock Production) (Level 3) 40 credits   |
| NZ2220 | New Zealand Certificate in Agriculture (Farming Systems) (Level 3) 85 credits<br>Strand: Dairy<br>Strand: Dry Stock   |
| NZ2223 | New Zealand Certificate in Apiculture (Level 3) 65 credits  |
| NZ2225 | New Zealand Certificate in Apiculture (Queen Bee Rearing) (Level 4) 60 credits  |
| NZ2443 | New Zealand Certificate in Pest Operations (Level 3) 40-60 credits<br>Strand: Rural<br>Strand: Urban<br>Strand: Monitoring  |
| NZ2677 | New Zealand Certificate in Horticulture (General) (Level 3) 60 credits  |

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| NZ2681 New Zealand Certificate in Organic Primary Production (Level 4) 60 credits  |
| NZ2684 New Zealand Certificate in Land Based Sustainability Practices (Level 3) 60 credits   |
| NZ2685 New Zealand Certificate in Sustainable Primary Production (Level 4) 70 credits<br>Strand: Horticulture<br>Strand: Agriculture |
| NZ2834 New Zealand Certificate in Construction Trade Skills (Level 3) 60-120 credits<br>Strand: Carpentry<br>Strand: Roofing         |
| NCEP1T Basic Residential Property Maintenance with BCATS (Level 2) 81 credits  |
| NCEP1T Introduction to Infrastructure Works (Civil) (Level 2) 80 credits   |
| NCEP3T Vocational Pathways – Primary Industry (Agriculture) (Level 2) 80 credits   |
| NCEP3T Vocational Pathways – Primary Industry (Horticulture) (Level 2) 81 credits  |
| NCEP3T Vocational Pathways – Primary Industry (Apiculture) (Level 2) 81 credits  |
| TSFM01 Training Scheme – Fencing Maintenance and Safety (Level 3) 20 credits   |
| TSTEM01 Training Scheme – Tractors, Equipment and Maintenance (Level 3) 15 credits   |
| MC4713 Micro-Credential - Digital Literacies for the Primary Sector (Level 1) 14 credits   |
| MC4715 Micro-Credential - Safety and Service Delivery Skills for the Primary Sector (Level 1) 17 credits                             |