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Appendix for Government Training Establishments

The Evaluative Approach to Quality Assurance Policy Framework

This *Appendix for Government Training Establishments* (GTE Appendix) to the *Evaluative Approach to Quality Assurance Framework* explains how the evaluative approach to quality assurance is being implemented in the context of government training establishments (GTEs). It was developed in consultation with GTEs and recognises their unique role and function within the tertiary education sector.

The GTE Appendix should be read in conjunction with the *Evaluative Approach to Quality Assurance Policy Framework* document. The *Evaluative Approach to Quality Assurance Policy Framework* is the primary source of information about the new evaluative approach to quality assurance for GTEs. The GTE Appendix provides supplementary information about how some sections of the new approach will be interpreted in the context of GTEs.

Government Training Establishments

GTEs are defined in section 159 of the Education Act 1989 as the New Zealand Police, the New Zealand Defence Force and any Crown entity or government department that is approved by the Minister of Education. There are eight GTEs at present providing training and educational courses within:

- The New Zealand Police
- The Royal New Zealand Navy
- The New Zealand Army
- The Royal New Zealand Air Force
- Child Youth and Family
- The Department of Corrections
- The New Zealand Fire Service
- Career Services

GTEs provide on-the-job training and educational courses for the employees who work for their organisations. GTEs seek National Qualification Framework (NQF) accreditation so their employees can receive credit towards national qualifications, which are transferable to the wider workforce. Most GTEs offer some courses that are approved and accredited under section 258 and 259 of the Education Act enabling them to be listed on the New Zealand Register of Quality Assured Qualifications.

The evaluative approach to quality assurance applies to GTEs

The policies and criteria described in the *Evaluative Approach to Quality Assurance Policy Framework* apply to all tertiary education organisations, including government training establishments. This is because evaluative quality assurance is flexible and designed to respond to the distinctive contributions and character of the wide range of tertiary education organisations in New Zealand.

The new approach acknowledges that evaluation will look different in different contexts, and that there may be some points of difference in its implementation.

Scope and mandate for the application of the evaluative approach to quality assurance to GTEs

NZQA provides quality assurance for all qualifications and courses that are covered by NQF accreditation rules¹ and course approval and accreditation policies and criteria². This is a statutory requirement and it limits the scope of an external evaluation and review of a GTE to NZQA approved and accredited courses, and courses that assess unit standards.

Not all courses run by GTEs are NZQA accredited or approved. These courses are not covered by NZQA's statutory mandate and will not automatically be included within the scope of an evaluation.

GTEs can choose to have their other courses evaluated by NZQA evaluators using the new quality assurance framework if they wish. The arrangements and costs for a discretionary external evaluation and review would be set out in a contract between NZQA and the GTE in question.

External Evaluation and Review

The external evaluation and review methodology and tools that are outlined in the *Evaluative Approach to Quality Assurance Policy Framework* will be adapted to reflect the role of the GTE, as follows.

Mandatory focus areas

The mandatory focus area of governance and management will not be required because governance, management and finance processes are covered by the GTE's parent internal departmental or Crown entity monitoring processes.

Key evaluation questions

The key evaluation question, “*How effective are governance and management in supporting educational achievement?*”, will be considered in the context of how well the organisation supports the activities and functions of the GTE.

The focus of the evaluation will be on the NZQA approved and accredited course and/or the assessment and delivery of NQF accredited unit standards and qualifications. However,

¹ Established as part of NZQA's statutory function under s253c of the Education Act 1989

² Established by NZQA under s253d&e and ss258 and 259 of the Education Act 1989

evaluators may comment on matters if there are problems arising in the delivery of educational and training programmes that could be related to governance, management or financial matters that extend to the wider parent organisation itself.

Tertiary evaluation indicators

The tertiary evaluation indicators selected will be those which are relevant to the function of the GTE. For example, the following indicator is likely to be useful for GTE employees:

Learners acquire useful/meaningful skills and knowledge and develop their cognitive abilities (including learning to learn and self-management);

whereas a GTE that is training its employees for retention in its organisation may not be concerned whether this indicator applies:

Graduates gain employment, engage with further study and/or contribute positively to their local and wider communities.

Statements of confidence

Statements of confidence in capability in self-assessment and educational performance will be used to evaluate GTE performance. However, these would be applied to the GTE component and not the wider government entity of which the GTE is a part. An evaluation would only consider the organisational side of the wider entity when it was clear that it impacted on the quality of training and education delivered by the GTE.

A range of indicators may be used to determine if a GTE is non-compliant with the Education Act 1989. These include the possibility a judgement of Not Yet Confident or Not Confident on either or both educational performance and capability in self-assessment as a result of external evaluation and review, complaints or other information. The standard management approaches described in the Evaluative Approach to Quality Assurance Policy Framework can apply to GTEs, bearing in mind their unique functions and roles.

Evaluation teams

In light of the unique nature of GTEs, NZQA will take steps to ensure that, wherever possible, evaluation teams include evaluators with relevant knowledge of government training establishments.