



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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External Evaluation and Review Report



QED Associates Limited

Date of report: 10 January 2019

About QED Associates Limited

QED offers professional development training to teachers and employees in the tertiary sector with workshops tailored to individual learning needs and effective interactive teaching and learning methods.

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| Type of organisation: | Private training establishment (PTE) |
| Location: | PO Box 34 357, Birkenhead, North Shore City, Auckland |
| Code of Practice signatory: | No |
| Number of students: | Domestic: 55 students in 2017 (9.87 EFTS (equivalent full-time students)) (New Zealand European 34; Māori five; Pasifika nine; other six) |
| Number of staff: | Full-time: three directors (two facilitate training) Part-time: seven (including six contractors and one administration manager) |
| TEO profile: | See: NZQA – QED Associates Limited |
| Last EER outcome: | Highly Confident in educational performance Confident in capability in self-assessment |
| Scope of evaluation: | Adult Teaching Workshops (includes training schemes): <ul style="list-style-type: none">• Designing and Evaluating Assessments (Level 5)• New Zealand Certificate in Adult Education and Training (Levels 4 and 5) |
| MoE number: | 8395 |
| NZQA reference: | C28124 |
| Dates of EER visit: | 13 and 14 of November 2018 |

Summary of Results

QED Associates has strong outcomes for students. Self-assessment is robust and comprehensive.

Highly Confident in educational performance

- QED Associates has consistently strong pass rates and valued outcomes for students.
- Workshops develop and strengthen teaching, assessment and moderation skills and practices.
- Processes support good outcomes. Feedback from stakeholders is analysed and information is used effectively to monitor outcomes and to make improvements.

Highly Confident in capability in self-assessment

- QED maintains effective systems for understanding the value of outcomes and student satisfaction with the training offered.
- Management understands the tertiary education environment and responds well to change.
- QED Associates has effective monitoring of its compliance responsibilities.

Key evaluation question findings¹

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| 1.1 How well do students achieve? | |
| Performance: | Good |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>Achievement rates for all workshops from 2014-2017 range from 86-93 per cent and are on track to a high rate for 2018. Achievement rates prior to 2014 were 80 per cent or above. The lower range of the achievement relates to the closure of a large organisation providing a large number of trainee referrals. Despite this, QED Associates continues to offer quality workshops and students continue to achieve to a high standard.</p> <p>QED Associates is collecting data on Māori and Pasifika student achievement. However, the low numbers within the dataset makes it difficult for the organisation to draw any conclusions or design improvements at this stage. QED Associates has effective administrative systems to monitor student achievement by unit standard completion. The PTE responds to external factors that affect the students' study.</p> <p>In response to the recommendation in the previous EER about the late submission of assessments, QED Associates introduced monitoring of assessment, although this had little effect. Late submissions of assessments are due to the amount of time it takes to gather other evidence for an assessment. For example, it can take up a year to build evidence for unit standard 11552 Design and Evaluate Assessment Materials. Late submissions do not affect achievement outcomes; rather they add to the administrative workload.</p> <p>There are very few gaps or weaknesses in achievement data analysis. Future analysis could be improved by developing further understanding of gaps in the datasets.</p> |
| Conclusion: | Student achievement is high and validated by good self-assessment of data. |

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Students value the workshop experience. Key outcomes include increased understanding of teaching and facilitation practices, cultural responsiveness, assessment development, moderation knowledge and practice as well as meeting the needs of employers to satisfy teaching qualification requirements.</p> <p>Graduates value their ability to improve their use of assessment tools in their schools, as well as to improve their awareness of cultural management in the classroom. QED Associates provided evidence of graduates continuing to use the skills developed from the workshops in their profession. Evidence from graduates and students also showed that they continue to use the skills they have learned.</p> <p>QED Associates is well connected in the community and highly regarded in the sector, which is supported by the high repeat business from clients (over 70 per cent). The PTE serves relevant communities through ongoing networking; collaborating with similar providers helps to accentuate their own training practice.</p> |
| Conclusion: | QED Associates is well regarded in the sector, and outcomes are valued by stakeholders and graduates. |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>The Adult Teaching Workshops have been developed over many years to meet client needs. QED Associates provides relevant, engaging courses that enable students to gain an adult teaching qualification to upskill in their profession and to comply with workplace requirements.</p> <p>Programmes are regularly reviewed and receive input from an advisory group which provides feedback on progress and proposed changes. Advisory group members are a range of professionals from the sector who bring expertise to decision-making within the organisation.</p> <p>Tutors are aware of different learning needs and use a variety of teaching and learning techniques, including formative and summative assessment. Use of adult teaching philosophy and methods are applied appropriately, and teaching staff use a range of teaching styles including the use of blended learning activities, peer learning and a flipped classroom model.</p> <p>Robust assessment is ensured through internal and external moderation. Any issues with assessment materials are discussed and updated where necessary. For example, some students complained about not understanding how assessment worked. As a result, in 2015 assessments were reviewed and rewritten and student satisfaction with assessment has increased.</p> <p>Management gathers end-of-course evaluations from students, as well as contacting employers by phone post-course to understand how well the courses met their needs. The feedback has been positive overall.</p> |
| Conclusion: | QED Associates continuously reviews the past while looking to the future, and is providing robust, effective courses to meet stakeholder needs. |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Systematic administration processes support students during the enrolment process and beyond. Students are sent course information prior to attending the workshops. Processes also ensure timely reporting of credits.</p> <p>QED Associates is in regular conversation with employers to understand employer, student and stakeholder needs, and offers flexibility in the delivery of the workshops to support the students working full-time. Workshops can be delivered at the workplace or on a site hosted by QED Associates; tutors also provide one-to-one sessions if need be. Students have the option to pay after completion of the workshop.</p> <p>Tutors create a learning environment which is inclusive, and support students with additional learning resources where there are gaps in knowledge, for example where English is a second language. Strong monitoring of students post-workshop helps to support and improve completion rates using a time-based notifications system to remind students of upcoming deadlines.</p> <p>Students and graduates provide feedback through post-course evaluations. QED Associates responds to any issues identified in course feedback and keeps a record of changes made. For example, management changed the way course information was distributed, which has resulted in higher (94 per cent) satisfaction with the course.</p> |
| Conclusion: | Students are well supported, and processes ensure that learning needs are catered for. |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>QED Associates is committed to a sustainable business model underpinned by ethical educational practice. The overall purpose of the organisation is clear: to offer training and consultancy in adult education in a supportive learning environment to meet stakeholder needs. The strategy of the organisation is a shared responsibility of all staff.</p> <p>QED Associates conducts strong needs assessment prior to the delivery of workshops. Tutor induction is effective, using dual facilitation and observations before tutors facilitate workshops independently. Tutors and management are appropriately qualified, and all staff have the opportunity to regularly upskill.</p> <p>The organisation provides advice to the sector and is well regarded by the education community. Management responds to changes in the tertiary sector and remains relevant/current with the tertiary education environment. The advisory group also contributes to the success of the governance structure and business direction. Business planning for the future direction of the organisation and for succession is in place.</p> <p>The organisational and operational plan is regularly reviewed and underpins the strategic plan with goals to measure the effectiveness of teaching and assessment.</p> |
| Conclusion: | Governance and management effectively support student achievement. |

1.6 How effectively are important compliance accountabilities managed?

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>QED Associates has effective processes in place to manage compliance using a calendar outlining key requirements and responsibilities. This ensures that compliance activities are carried out within required timeframes.</p> <p>Management has a clear understanding of NZQA rules which is maintained by checking NZQA communications and networking with sector membership organisations.</p> <p>Administration personnel maintain an evaluative approach to compliance through regular review of the PTE's quality management system.</p> |
| Conclusion: | QED Associates monitors compliance well and mitigates risk effectively through systematic approaches throughout the organisation. |

Focus Areas

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

2.1 Focus area: Adult Teaching Workshops

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| Performance: | Excellent |
| Self-assessment: | Excellent |

Recommendations

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

Requirements

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

Appendix

Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document *Policy and Guidelines for the Conduct of External Evaluation and Review* available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud²*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

² NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz