

Report of External Evaluation and Review

New Zealand Equine Education Trust

Confident in educational performance

Confident in capability in self-assessment

Date of report: 15 August 2014

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	New Zealand Equine Education Trust
Type:	Private training establishment (PTE)
Location:	Cambridge, Hamilton
Delivery sites:	Seven delivery sites across New Zealand
First registered:	15 October 1997
Courses currently delivered	<p>New Zealand Equine Education Trust (NZEET) is responsible for the delivery of off-job training conducted by the member organisation codes of thoroughbred racing (which has four regional schools for its training), harness racing (which also has four regional schools for its training), and thoroughbred breeding (based in Cambridge).</p> <p>The off-job training incorporates theory-based unit standards within the following qualifications:</p> <ul style="list-style-type: none">• Certificate in Equine Breeding (Level 3)• Certificate in Equine Breeding (Level 4)• Certificate in Equine (Stable Procedures) (Level 3)• Certificate in Equine (Level 4) (Jockey, Harness and Breeding strands)
Code of Practice signatory:	NZEET is a signatory to the Code of Practice for the Pastoral Care of International Students (Code of Practice). It does not currently have any international students and has not had any since

2005.

Number of students: NZEET delivers off-job training to 180 trainees who are employed in the racing and equine industries. Approximately 60 per cent of the trainees enrol in an apprenticeship funded by Primary Industry Training Organisation (ITO). All off-job training is undertaken by trainees on a part-time basis. All trainees participate in two six-monthly modules per year. Each module includes content for a suite of unit standards.

Apprentice jockeys and harness racing trainees undertake 60 hours of training per year (30 per module). This includes unit standard-specific training (15 hours per module) plus 15 hours of industry extension. Thoroughbred stablehands complete 30 hours of training per year (15 per module). In addition, NZEET delivers Gateway training through distance education to secondary school students. In 2013, this involved 30 students.

Māori trainees make up 6.5 per cent of enrolments.

Number of staff: NZEET employs a part-time executive officer. The member organisations (and Harness Racing New Zealand) employ an executive director and five industry training tutors, five riding masters (and currently one apprentice mentor) who deliver and support sector training requirements – including the training contract with Primary ITO.

Scope of active accreditation: NZEET has consent to assess against a range of unit standards and domains in the subject areas of relevance to the racing and equine industries. The PTE currently delivers off-job training and assessment for Primary ITO.

Distinctive characteristics: NZEET was established in 1996 by the major equine industries to service their training needs on a national basis. The NZEET Board is representative of its member organisations, which include: New Zealand Thoroughbred Racing; Harness Racing New Zealand; New Zealand Thoroughbred Breeders Association; and Greyhound Racing New Zealand.

Board members are directly involved with managing and directing training within their respective industry sectors. This enables NZEET to have a clear understanding of the needs of the industries it serves.

NZEET has a memorandum of understanding with each of its member organisations which covers off-job training, gateway provision and training for non-ITO funded trainees.

Recent significant changes: A number of changes have occurred in the way NZEET operates since the last external evaluation and review (EER) by NZQA. These changes largely relate to the merging of ITOs and the resulting changes made to the contractual arrangements between NZEET and the respective ITO. Shortly after the last EER, the Equine Industry ITO merged with Agriculture ITO (AgITO), resulting in significant changes to NZEET's contractual responsibilities. The changes placed some restrictions on some of NZEET's activities, including no longer being able to provide trainee follow-up and support outside the classroom, monitoring of trainee qualification progress, and conducting assessments during class time.

In 2012, AgITO merged with Primary ITO. While NZEET continued to operate under its existing AgITO contract, during the scoping period for this EER a new contract with Primary ITO for 2014 was agreed. NZEET believes this provides more clarity around the roles and responsibilities of all parties.

The above changes resulted in NZEET having to make considerable adjustments to its internal quality management systems and business plan, including the memoranda of understanding with its member organisations.

Previous quality assurance history: At NZEET's previous EER in 2010, NZQA was Confident in the PTE's educational performance and Not Yet Confident in its capability in self-assessment.

2. Scope of external evaluation and review

The scope of the EER consisted of the mandatory focus area:

- Governance, management and strategy

In addition, the following focus area was selected:

- Off-job training for Primary ITO trainees

Off-job training for Primary ITO trainees accounts for the bulk of NZEET's current training. All enrolments, on-job training and assessment, and completion responsibilities are managed by Primary ITO. Before 2013, the Gateway programme was also a significant component of the training. The closure of the Equine eLearning online facility in 2012 reduced Gateway student numbers to 30, and the Gateway programme now accounts for a small proportion of NZEET's training.

3. 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.

Prior to the EER site visit, NZEET submitted a number of documents to NZQA. In addition, the external lead evaluator communicated with the PTE by telephone and email to discuss and agree to the scope and process for the EER.

The evaluation team of two visited NZEET over two days. The evaluators met with the executive officer, the NZEET Board members, and two trainees. Telephone discussions were held with other stakeholders during and immediately following the on-site visit. These included two trainees, two tutors, an employer, Primary ITO, the New Zealand Racing Board and the Racing Integrity Unit.

The team viewed a range of documents, both on-site and off-site.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of the **New Zealand Equine Education Trust**.

- Annual completion and retention data provided to the evaluators prior to the on-site visit showed that off-job trainee completions increased considerably in the past 12 months (from 19 in 2012 to 55 in 2013). The data also showed that those who left and withdrew from training before completing the off-job training increased from 26 (in 2012) to 42 (in 2013). A number of factors were identified by NZEET for the increase in withdrawals, which were identified as being largely beyond the PTE's control.
- While the annual completion and retention data has been valuable for NZEET when analysing trends and initiating subsequent improvements, it does have some limitations for fully informing and measuring learner achievement. For example, overall credit achievement rates were not part of the analysis. While credit achievements are monitored both on an individual basis and by individual classes, they were not collated in ways that could be used to identify overall credit achievement results that could then be used for comparisons over time and against any set benchmarks.
- Further information supplied to the EER team following the on-site visit showed that the overall credit achievement rate increased from 78 per cent in 2012 to 81 per cent in 2013. Māori achievement rates remained above the overall rates, increasing from 81 per cent in 2012 to 88 per cent in 2013. While there were no identified benchmarks or targets to measure such achievements against, NZEET recently changed its business plan to align it with the new contract with Primary ITO. This included a key performance indicator of 62 per cent for overall credit achievement.
- Evidence was provided to show that the teaching and support provided by the four member organisations is valued by trainees and is meeting their needs.
- Through its strong connections with industry, NZEET is able to keep up-to-date with industry needs. The member organisations within NZEET are active members of the Industry Partnership Group. The group was created in 2013 by Primary ITO to ensure the industry training requirements and needs of the racing and equine industries are being met, and that discussions of its members will lead to improvements in trainee outcomes.
- The NZEET Board monitors the educational performance of its member organisations in relation to a memorandum of understanding to ensure compliance. The key requirements and expectations of the member organisations are incorporated into NZEET's business plan. Key

performance indicators will be used for each of the business plan goals, which are intended to be monitored by the Board through its teleconference meetings.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of the **New Zealand Equine Education Trust**.

- NZEET recently changed its learner achievement key performance indicators, which provides a more valuable and consistent way of viewing achievement data. Ensuring that the data is measured consistently against this key performance indicator, and developing a more evaluative approach when analysing this data will be important. Examples include identifying and analysing any themes or trends such as achievements by age, cultural backgrounds, and other known information about trainees across the codes and regions over time.
- Due to the nature of the industry and the size of NZEET, the PTE considers that there are limitations on the extent to which it can formally gather information from employers, graduates and other key stakeholders on the value of outcomes. Despite these limitations, NZEET has been able to gather a range of formal and anecdotal information from stakeholders about the value of the training and the outcomes achieved, both in New Zealand and overseas.
- NZEET has used its strong connections with industry to ensure it continues to meet their needs. NZEET's involvement in the Industry Partnership Group enables it to keep fully informed of, and contribute to, key changes and issues arising across the industry. A recent initiative of the Industry Partnership Group was working collaboratively with ACC to find ways of reducing ACC levies and related health and safety issues in the racing and equine industries. The intention is to find ways of improving training content and delivery to minimise health and safety incidents and risks.
- Tutors attend at least one professional development day each year, enabling collaborative discussions of teaching plans, delivery approaches and a range of other training and assessment matters. A peer review system is also being developed. In addition, tutors meet periodically throughout the year. NZEET believes these collaborative approaches will further enhance the quality and consistency of training.
- It is recognised that there are practical limitations on the extent to which a small PTE can adopt a comprehensive and fully documented self-assessment process. Nevertheless, current documented self-assessment activities largely relate to actions taken to address operational matters as they arise. A more proactive and robust approach to capturing and analysing information relating to learner achievement, outcomes and

stakeholder needs would strengthen and enhance NZEET's self-assessment process. In addition, resulting changes would need to be monitored and evaluated to identify their known impact on performance.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Annual completion and retention data collated and provided to the evaluators prior to the on-site visit showed that off-job trainee completions increased considerably in the previous 12 months (from 19 in 2012 to 55 in 2013). The data also showed that those who left and withdrew from training before completing the off-job training increased from 26 (in 2012) to 42 (in 2013). All trainees who leave their training early are discussed by NZEET. The PTE was able to identify a number of reasons for the recent large number of withdrawals, including trainees leaving employment in the industry, which is something NZEET identified as being largely beyond its control.

While this annual completion and retention data has provided useful information for NZEET, there are limitations on the extent to which it fully informs NZEET of learner completion rates and trends. For example, the data collated does not take into consideration completion and retention rates by age, gender and other demographics, including Māori trainees who make up approximately 6.5 per cent of enrolled trainees.

A further limitation of the way learner achievement is currently viewed and analysed is that credit achievement rates are not fully considered. Credit achievement rates have largely been monitored on an individual basis and by individual classes, but have not been collated in ways that could be used to compare results over time and against any set benchmarks. Nevertheless, following the on-site visit, NZEET supplied more detailed information on credit achievement as shown in Table 1.

	Jockey	Harness	Stable procedure	Breeders	NZEET overall
2012 – All	78%	80%	76%	72%	78%
2012 – Māori	78%	87%	-	76%	82%
2013 – All	87%	89%	69%	71%	81%
2013 – Māori	82%	89%	-	100%	88%

* Based on the number of unit standards trainees achieved in a year against the number of unit standards trainees enrolled in a year.

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

The table shows that overall achievement increased from 78 per cent in 2012 to 81 per cent in 2013. In addition, Māori achievement rates remained above overall achievement rates, increasing from 82 per cent in 2012, to 88 per cent in 2013.

While there were no identified benchmarks or targets to measure these credit achievements against, NZEET recently changed its business plan to align with the new contract with Primary ITO. This included a key performance indicator of 62 per cent, which is intended to be used for monitoring overall credit achievements. While this will enhance NZEET's performance monitoring in the future, a broader and more evaluative approach is needed when considering learner achievement. Such an approach could include, for example, identifying and analysing themes or trends such as achievement by age, cultural background and other known information about trainees across the codes and regions. In addition, while examples of changes made to improve learner achievement were provided to the evaluators, having a more systematic process for tracking the known impact and benefits of such changes would further strengthen the self-assessment process.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

NZEET tracks the value of trainee outcomes by using a combination of formal and informal processes. The formal process involves the training managers of the member organisations submitting six-monthly sector reports. These reports include a range of information relating to memorandum of understanding requirements, including feedback collected from employers on the value of the off-job training. In addition, NZEET Board members collect anecdotal information through connections with industry bodies, employers and graduates.

Information collected is discussed by the Board at most of its meetings during the year. It was evident from the information provided by NZEET and from stakeholder feedback that the off-job training is valued and supported. For example, employer feedback indicated that the off-job training was of benefit to both the trainees and employers, and enabled trainees to develop important skills and knowledge to gain a broader understanding of the equine industry. This was confirmed by the New Zealand Thoroughbred Breeders Association through a recently completed attestation form, which states that trainees are sought after for their valuable skills, work ethic and experience. In addition, an attestation completed by New Zealand Thoroughbred Racing highlighted the significant increase in apprentice jockeys completing their jockey qualification in 2013.

Due to the nature of the industry and the size of NZEET, there are limitations on the PTE's ability to formally gather information from employers, graduates and other key stakeholders. For example, employer questionnaire surveys used in the past

have not been successful due to low response rates. Despite current limitations, NZEET has gathered a range of formal and anecdotal information from stakeholders about the value of the off-job training. NZEET was able to show a number of examples of learners' success in the harness racing, thoroughbred racing and breeding codes over the past three years. In addition, a number of outcomes were identified for those learners who left the industry before completing their qualifications, including some learners who moved overseas.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

As the NZEET Board is representative of its member organisations who are responsible for delivery of the training, the needs of the industry sector are able to be captured on a continual basis. An example provided was that member organisations had identified a decline in the breeding and racing industries over the past 10 years. This was considered to be due largely to a reduction in the number of horses being bred, an increase in the number of horses being exported, spiralling costs, a relative decrease in race stake money, and a reduction in the number of licensed trainers (i.e. employers). NZEET also identified that the thoroughbred stable programme is an area for growth and will be supported by changes to licensing.

Further information gathered from member organisations identified that New Zealand is viewed as a country that offers equal opportunities in the racing industry compared with other countries. NZEET believes this accounts for the high numbers of women who become apprentices, particularly those from overseas (who choose to gain work permits to undertake their apprenticeships in New Zealand).

An example of a significant change made to better meet the needs of trainees involved a change in the delivery schedule of unit standards in the Harness Racing qualification. Engagement with industry representatives in 2012 indicated a need to review and improve learner achievement in Harness Racing. Analysis of the qualification completion data identified a pattern of lower completions of the level 4 unit standards delivered early in the programme. Subsequently, changes were made to when particular unit standards were delivered in order to create a more appropriate learning pathway for trainees to progress their skills and knowledge. In addition, a further factor contributing to lower achievement rates was the increasing numbers of trainees not attending the three-day workshops because of on-job employment commitments. As a result, the workshops were changed to half-day, fortnightly sessions, which best suited employer and trainee needs. NZEET believes that changing the delivery schedules to better meet the needs of employers and trainees has led to a significant increase in trainee achievement

rates. Recent results for 2014 show that trainee achievement rates for unit standards in Harness Racing are significantly above the PTE's key performance indicator of 62 per cent, and are higher than all other equine programmes delivered by NZEET.

A further delivery change was recently made across all the equine training programmes. These involved packaging unit standards together so that trainees enrol in modules of unit standards, rather than in separate and different unit standards. This recent change, initiated by Primary ITO, is intended to further increase qualification completion rates.

Through its strong connections with industry, NZEET is able to keep up-to-date with industry needs, both formally and informally. Prior to 2013, NZEET's formal connections with industry were through the Equine ITO Industry Partnership Group. Due to ITO mergers, this changed in 2013, when member organisations became members of a new Industry Partnership Group, created by Primary ITO. The partnership group ensures the industry training requirements and needs of the racing and equine industries as a whole are being met, and that discussions of its members will lead to improvements in trainee outcomes. A recent initiative of the Industry Partnership Group was working collaboratively with ACC to find ways of reducing ACC levies, and related health and safety issues in the racing and equine industries. The intention is to find ways of improving training content and delivery to minimise health and safety incidents and risks.

To gain information about stakeholder needs, NZEET collects information from the member organisations, both informally and from the sector reports submitted by each member organisation twice a year. The information is discussed at the Board meetings, and any actions arising are captured in a self-assessment summary document, which includes the processes adopted. Monitoring the results of actions taken to identify known outcomes would provide further useful information to strengthen NZEET's understanding that it is meeting the needs of its key stakeholders.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Training is delivered across the programme codes by suitably qualified tutors. All tutors have experience and backgrounds in their related industry area, and most have completed an adult teaching qualification as well as assessment and moderation unit standards. All tutors hold or are working towards relevant qualifications, including the National Certificate in Adult Literacy Education and the National Certificate in Adult Education and Training.

Feedback from trainees interviewed and from survey results viewed showed that the teaching is effective and is meeting the needs of the trainees. Trainee surveys

are carried out by module or by session across all the codes, and the results are viewed by the Board. Any issues noted are identified and followed up immediately. An example of a change recently initiated from trainee feedback was the extension of time allocated to a level 4 unit standard lesson, which trainees felt was previously delivered too quickly, resulting in some trainees struggling to complete it.

Occasionally, informal peer observations are done by tutors to give feedback on each other's performance. This has been viewed positively by staff and is something that NZEET is considering to formalise in the future. In addition to peer observation, tutors are also observed periodically by the training manager, with resulting formal feedback provided. All tutors also have a formal performance appraisal once a year. The appraisal involves discussion of trainee results and professional development plans.

Tutors attend at least one professional development day each year, enabling collaborative discussions of teaching plans, delivery approaches and a range of other training matters. Tutors also participate in monthly teleconference meetings to share progress, and solve any challenges that individuals are experiencing. In addition, tutors meet before each module/unit is delivered, allocate lessons, discuss any changes they feel necessary to assessment, and inform Primary ITO accordingly. Tutors also review their lesson plans and content following trainee feedback received after each session or module. Member organisation training managers also have regular discussions with the tutors and with the Board to identify areas for improvement in delivery approaches. A recent initiative involved tutors engaging in cross-code training, enabling them to share ideas and good practice. NZEET believes these collaborative approaches to sharing good practice have resulted in greater consistency in the quality of training across the different delivery sites and training codes. Collating, analysing and sharing the known benefits to trainees of the changes initiated would also be beneficial.

While assessment material is provided by Primary ITO, NZEET has an internal moderation system to identify any suggested areas for improvement, which are passed on to both the tutors and the ITO. Assessments are marked by the tutors and the results are forwarded to Primary ITO. All assessment decisions are externally moderated and have either met Primary ITO's requirements or are being improved to do so.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

All trainees who enrol in an apprenticeship training programme are expected to undertake a literacy and numeracy test provided by Primary ITO. However, NZEET considers the results of these tests to be sporadic and slow to reach tutors, which delays provision of interventions. Because there are small numbers of trainees in

each training session, tutors are able to identify individual trainees who need additional support, such as trainees with low levels of numeracy and literacy or who are new to the industry, or younger trainees who have limited school qualifications. Relevant one-to-one support is then provided to maximise trainee achievement. Examples of support provided include additional workshops for trainees with low levels of literacy and numeracy, and voluntary support provided by tutors outside the scheduled class times. Trainee interviews conducted by the evaluation team, together with examples of trainee survey results viewed, indicate that trainees are satisfied with the support and guidance they receive.

To ensure consistency in the skills and knowledge content of each unit standard, learner guides and workbooks are provided to the trainees by Primary ITO. These are supplemented by the delivery approaches used by tutors to contextualise the training to meet the different needs of the trainees and their codes.

In accordance with recent changes to the contractual agreements with Primary ITO, assessment must be undertaken by the trainees in their own time outside of the classroom. Tutors keep in contact with trainees to ensure assessments are completed and handed in by the trainees at the next fortnightly session and returned by the tutors at the following session. Follow-up of any non-completions within the one-month timeframe becomes the responsibility of the Primary ITO regional training advisor. However, tutors continue to monitor assessment progress and are still responsible for assessing off-job work as it comes in. Some concerns were expressed by tutors about the consequences of trainees having to do assessments at home, particularly the extra hours this involves. They believe this reduces the amount of support they are able to provide to trainees, which can have an impact on some trainees who are unable to complete their assessments within the timeframe. An example provided was the recent non-completion rate of 22 per cent for the Module 4 Horse Psychology assessments in Auckland, which NZEET believes was caused by trainees struggling to complete the multiple-choice questions, which was related directly to trainees with step 1 literacy levels who required further support. This was also supported by one of the trainees interviewed. At this stage, it is uncertain what impact, if any, this may have on trainee achievement overall. NZEET is currently monitoring this issue.

The recent introduction of module training enables trainee progress to be monitored more easily, which enables tutors to identify and address any issues that may arise.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

A key system introduced at the start of 2013 to collect and monitor performance is the use of an electronic 'drop box'. This enables tutors and managers to download,

access and share all required information, including member organisation sector reports, training manager monthly reports, training plans, trainee unit standard assessment results, trainee survey results, recorded minutes, and a range of other information relating to quality assurance requirements. The information collected in the drop box has enabled the Board to review trainee progress and achievements and sector feedback, and to confirm that the member organisations are meeting their memorandum of understanding requirements. The latter information is collated from the member organisation's six-monthly sector reports. Twice a year the Board reviews learner achievement data in more detail. The Board decides whether extra tuition is needed, checks how the programme is functioning, collates individual and regional achievements, and tracks conversations with training advisors about how students are progressing. Particular attention is given to any outliers, such as any patterns for assessments not handed in and assessed within the specified one-month period, plus any non-completions of unit standards. Discussions and agreed actions are subsequently minuted and followed up at the next Board meeting.

NZEET is aware of the need to maintain strong connections with industry bodies and employer groups to enhance the value of outcomes for all stakeholders, particularly learners. Active involvement in the Industry Partnership Group is intended to further strengthen these connections. The group will be tracking the key performance indicators for qualification completions and credit achievements across all off-job and on-job training in the racing and equine industries. These collaborative and transparent connections are intended to result in ongoing improvements not only for NZEET but for the racing and equine education and training sector as a whole.

The NZEET Board monitors performance of its member organisations in relation to their memorandum of understanding to ensure compliance. The key requirements and expectations of the member organisations are incorporated into NZEET's business plan. The business plan is also used to ensure that the external compliance requirements of government agencies and Primary ITO are being met. Each strategic objective in the business plan has an action plan and a set of key performance indicators. An important key performance indicator recently introduced to align with the new Primary ITO contract was for overall credit achievement (62 per cent). The business plan goals are intended to be monitored by the Board through its teleconference meetings.

The recent merging of ITOs in the racing and equine sector required NZEET to make a number of changes to ensure its systems and processes align with its contractual obligations. This resulted in a number of changes to its business plan and related quality management processes. An important change was the introduction of a key performance indicator for monitoring credit achievement, which will provide NZEET with a clearer picture of overall learner achievement and its educational performance. NZEET has also identified other areas for improvement. For example, while the business plan was created to represent the strategic plans and goals of its member organisations, NZEET recognises that it would be beneficial to develop its own strategic plan to take a more holistic

perspective on the racing and equine industries that is mutually beneficial to all stakeholders, including the member organisations. An example provided of the benefit of this change included recognition of the potential growth in the sector as a whole, based on the large number of people working in the racing and equine industries who fall outside of the scope of industry training, i.e. trainers, self-employed, contractors and other 'non-employed'. A strategy is currently being developed to address this.

A summary document of NZEET's self-assessment activities over the past four years outlines issues to be addressed, related actions and processes initiated, and the resulting outcomes achieved. The summary shows that NZEET has a strong commitment to making continuous improvements, which is also evident from a number of changes initiated. Currently, the self-assessment activities largely relate to actions taken to address operational matters that arise. In addition, the outcomes do not fully reflect the known benefits of the actions taken. A more proactive and robust approach to capturing and analysing information relating to learner achievement, outcomes and stakeholder needs would be beneficial. In addition, all related actions need to be monitored and evaluated to identify their known impact on performance.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Adequate**.

2.2 Focus area: Off-job training for Primary ITO

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

Recommendations

NZQA recommends that the New Zealand Equine Education Trust:

- Take a more proactive and systematic approach to capturing and analysing information relating to learner achievement, outcomes and stakeholder needs, including identification of any themes and trends to inform off-job training reviews and development.
- Improve the monitoring and evaluation of changes initiated to identify the progress made and whether the changes lead to improvements.

Appendix

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/>.

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