



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Valley Education and Training
Enterprises Limited

Date of report: 5 October 2023

About Valley Education and Training Enterprises Limited

Valley Education and Training Enterprises Limited (VETEL) provides foundation education and support for domestic students in the Hauraki/Coromandel region. VETEL focuses on students who have experienced limited success in previous formal education settings and who often present with complex learning and social needs.

Type of organisation:	Private training establishment (PTE)
Location:	50 Kopu Road, Kopuarahi, Thames
Eligible to enrol intl students:	No
Number of students:	Domestic: 39 equivalent full-time students Approximately half of VETEL's students are Māori and predominantly under 20 years of age. Approximately 10 per cent of students identify at enrolment as having a disability. International: nil
Number of staff:	Five full-time; three part-time
TEO profile:	See Valley Education and Training Enterprises Limited (NZQA website)
Last EER outcome:	The previous external evaluation and review (EER) of VETEL, held in July 2019, resulted in summative judgements of Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	The current EER looked at the following focus areas: <ul style="list-style-type: none">• New Zealand Certificate in Health and Wellbeing (Level 3) [ID: 1252706/1] [Qualification ref# 2470]. This programme is one of VETEL's biggest

and includes a significant on-job component.

- Preparation for Success. This programme, funded through the Tertiary Education Commission's Intensive Literacy and Numeracy fund, is where the majority of VETEL's students start their journey. From there, most progress to higher-level study at VETEL.

MoE number: 9981
NZQA reference: C53458
Dates of EER on-site visit: 2 and 3 August 2023

Summary of results

VETEL is providing quality education and training leading to positive outcomes for its students, their families and the community. VETEL consistently enables priority learners to gain sufficient confidence to succeed academically and personally.

Confident in educational performance

- VETEL students are achieving qualifications and gaining relevant skills and knowledge. Priority groups – Māori and students with disabilities – are all doing well. Processes to critically analyse contributing factors to student outcomes and other quality improvements are ongoing.
- VETEL supports the students well into employment. Employment outcomes for graduates of the qualification-based courses are high. This indicates that VETEL graduates have the skills, attitudes and technical knowledge that employers value.

Confident in capability in self-assessment

- Students on the Preparation for Success programme are progressing to higher-level study, and in the process are improving their communication and social skills. Students are gaining an increased sense of self-worth, enabling them to access greater opportunities.
- VETEL regularly reviews and updates its programmes to meet the emerging needs of stakeholders. The PTE relies on its long-established relationships with stakeholders to canvass their views on the relevance and value of the programmes.
- VETEL is highly student-centric, with a widespread and embedded commitment to the success and wellbeing of all students. The organisation has created a warm, welcoming, non-judgmental and safe environment for all students.
- The organisation is well managed and has clear philosophy, values and purpose that are reflected throughout the organisation. Activities are appropriately resourced and important compliance

accountabilities are mostly being managed effectively.

- Considering the size of the PTE, self-assessment at VETEL is authentic, transparent and effective, although at times ad hoc; the use of findings to systematically bring about worthwhile improvements is variable.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Trend analysis of VETEL’s own performance over time and benchmarking against similar organisations could provide useful indicators of success strategies.</p> <p>Measures of accomplishment on Preparation for Success, which is not qualification-based, indicate the students are gaining improved literacy and numeracy, communication and social skills, and other soft skills such as teamwork and reliability. Evidence of progress is reflected in regular attendance, social engagement, preparing food for others, and volunteering to help with community projects. Preparation for Success students learn at their own pace and progress to a higher level and more formal study when they and their tutor consider they are ready – the funding model for this programme enables students to stay on it for between four and 15 weeks.</p> <p>A significant number of students at VETEL present with, or are identified during their programme as having, some form of learning, psychological and/or physical disability. The PTE provides sound support for these students and has tracked achievement rates for students with disabilities across programmes. There is work in progress to further define and identify students with disabilities to meet the requirements of the Tertiary Education Commission’s disability action plan.</p> <p>Approximately half of VETEL learners are Māori. In 2022, Māori represented over two-thirds of the students. Achievement rates for Māori students at VETEL are similar to non-Māori. Very few students are of Pacific descent, which reflects the regional demography.</p>

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

	VETEL has good systems to monitor and review individual student progress, and the link between student attendance and achievement is recognised and monitored. VETEL collects lots of data. However, it needs to undertake a greater depth of interrogation and analysis of this data and use it to derive actions to maintain and improve educational performance.
Conclusion:	VETEL's educational achievement is strong. However, the PTE would gain from making better use of achievement information and data to be assured of maintaining current levels of achievement and identifying opportunities for improvement.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Valued outcomes are being realised across all programmes through transition into employment or further study, or improved wellbeing and community life. Most students at VETEL are young² – many aged only 15 or 16 – and may have been disengaged from formal education for several years. The COVID-19 pandemic and lockdowns have been the catalyst for at-risk students to disengage from school and not return. For these students, the journey to positive lifestyles and sustainable employment is a long one. Outcomes from the VETEL programmes often lie outside the scope of traditional educational measures. The most important outcome is that students' own internal and external capacities are validated, and they move to a position of strength to respond to their own educational, vocational, and social needs and aspirations.</p> <p>Employment outcomes for graduates of the qualification-based courses are high and take into consideration the student's access to transport and personal commitments to support/encourage sustained employment. Often,</p>

² Refer Appendix 1, Table 2, Student Age Profile

	<p>employment is in areas of identified skill shortages such as aged care and agriculture.</p> <p>Students completing formal assessments are gaining qualifications and credits towards NCEA³, specifically the literacy and numeracy credits at levels 1 and 2. Staff report that students benefit from their experience and grow in confidence as a result.</p> <p>Schools, youth service agencies, police and employers praised the valued role that VETEL plays in the community. They also noted that VETEL was the only regional provider to cater for second-chance learners: 'Where would we be without them?' was one comment.</p> <p>Destination tracking, which had been largely anecdotal, has improved. However, there is an opportunity for better systematic analysis of outcomes data. All graduates are contacted post-graduation. The process has recently been enhanced by aligning the engagement with the graduate profile outcomes of the qualifications, which will inform reporting for the qualification's consistency review.</p>
<p>Conclusion:</p>	<p>Students at VETEL are gaining excellent value from their study by achieving or exceeding their academic, vocational and personal goals. Long-term relationships with stakeholders signify that they value the outcomes for their respective industries and communities.</p>

³ National Certificate in Educational Achievement

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>VETEL’s efforts to meet the personal and academic goals of every student is an area of strength for the organisation. Staff know the students well and readily share their knowledge and respond to changing needs through individualised programme design and delivery. The mix of programmes offered, the flexible approach to addressing individual needs, and the delivery style are relevant to the students, funding agencies and the industries they serve.</p> <p>The organisation is well attuned to the needs of the students through constantly seeking feedback from students, their whānau, schools, other agencies, employers and other stakeholders. Activities at all levels of the organisation are strongly student-centred.</p> <p>The aspirations and interests of every student are identified and documented through an individual learning plan (ILP), and staff structure their teaching to align with those aspirations. Students regularly reflect on their ILP with VETEL staff, which ensures that student learning needs are being identified, consistently monitored and well met.</p> <p>There is a whole-of-organisation commitment to continuously improving educational performance. Teaching and management staff engage in focussed discussion about student progress and teaching practice daily at their afternoon ‘teapot meeting’, where they share ideas, experiences and knowledge.</p> <p>Moderation by NZQA in 2021 and 2022 identified issues in assessment practice in a small number of unit standards. VETEL produced an action plan and has since undertaken work to improve assessment. This remains a work in progress. The EER team noted that the on-job assessment</p>

	processes for the New Zealand Certificate in Health and Wellbeing could be strengthened. ⁴
Conclusion:	VETEL's regular and purposeful interaction with its students and stakeholders ensures that the programmes and activities meet their important existing and emerging needs. Moderation and assessment practice has improved.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students at VETEL receive active, integrated and ongoing social and academic support from staff at all levels of the organisation. Students are well guided into courses that are appropriate to their aspirations and capabilities. Teachers and students described numerous activities and initiatives that motivate, engage and encourage students to get the full benefit from their time at VETEL.</p> <p>Students become highly engaged, and they have opportunities to apply their knowledge and skills in a range of contexts relevant to their needs. Student learning goals are well understood and the ILPs are co-created to match their needs, which has brought about high achievement and retention. The PTE provides daily transport to and from study and supplies all study resources and personal protection equipment. This is appreciated by the students and contributes to their success. Attendance expectations are effectively communicated to the students and their families and are monitored closely by tutors and management, with timely and appropriate follow-up as required.</p> <p>Teachers provide regular, ongoing feedback to each student on their progress. The student voice is well heard and designed to empower students – to encourage them to recognise issues and find solutions. For example, the</p>

⁴ The issues identified do not bring into question the validity of student results, or present a significant risk at present. But the processes should be made more robust, especially as VETEL is intending to deliver a level 4 programme in this space.

	<p>student leadership group identified that energy drinks were having a negative effect on the behaviour of students on campus. After consultation with the rest of the student body, they collectively agreed to a ban on energy drinks on campus.</p> <p>Staff have good cultural competency which enables robust educational support for the students and a very inclusive environment. The nature of the organisation means that its staff go above and beyond the scope of a traditional educational organisation to provide social and community support.</p>
Conclusion:	<p>Students at VETEL are experiencing a strongly inclusive, non-judgemental, student-centred learning environment. Responses to the wellbeing needs of the students are appropriate and lead to positive outcomes for students and whānau.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>VETEL's organisational strategy is formally documented, and management and staff have a common understanding of the PTE's vision and direction. As a single owner-operated organisation, there is no governance structure per se, although the owner does make use of external business planning expertise from time to time. The business model is sustainable, as shown in the two decades of successful operation. The organisation anticipates, and responds well, to change.</p> <p>Staff are valued for their expertise, as illustrated by their inclusion in developing the direction and culture of the PTE. Staff are provided with support and opportunities for professional development to assist them in their roles, although a greater focus on building capability in teaching and assessment is required.</p> <p>Teaching and learning are well resourced with good equipment, appropriate teaching materials and fit-for-purpose facilities. VETEL has good physical resources</p>

	<p>available to the students, which are well maintained and updated.</p> <p>VETEL encourages reflection on its role and how to continue to make ongoing and continuous improvements in meeting the needs of students and other stakeholders. VETEL is collecting useful data. However, interpretation and analysis of this data, and subsequent actions to improve educational performance, is informal, individual and fragmented rather than systematic, strategic and informed by high-quality data across the organisation.</p>
Conclusion:	VETEL has a clear vision and understanding of its business, and strong leadership providing effective support for educational achievement. Self-assessment and subsequent actions to improve educational performance is a work in progress.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Compliance is the responsibility of the owner and is overseen by the administration manager. The PTE has recently established a compliance calendar, accessible by all staff, with a bring-up system to ensure compliance obligations are known and met.</p> <p>Prior to these systems being in place, there were a few lapses in compliance activities which led to some important compliance accountabilities being overlooked. For instance:</p> <ul style="list-style-type: none"> • Unit standard results to NZQA were reported outside of the 90-day requirement – the late reporting involved up to 50 per cent of results and reoccurred over several years. This can materially disadvantage students who may, for instance, be requiring the results for an increase in their pay. • VETEL was initially unable to provide adequate evidence of graduate outcomes for one of its qualifications, to meet consistency review requirements in 2021. There is

	<p>now clear evidence of improved and detailed tracking of graduate destinations. This was the key gap at the time.</p> <p>These weaknesses have not had a material impact on student performance to date, but they do indicate that until the last few months, management of compliance at VETEL was not universally effective.</p> <p>On the positive side: all NZQA submissions are up to date; moderation requirements are now met; VETEL is meeting its obligations with respect to the Code of Practice⁵; and VETEL has provided sufficient evidence to meet requirements for recent NZQA qualification consistency reviews.</p>
<p>Conclusion:</p>	<p>Recent improvements to VETEL’s compliance management are expected to produce a more coherent and effective approach to understanding and managing its important compliance accountabilities.</p>

⁵ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

Focus areas

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

2.1 New Zealand Certificate in Health and Wellbeing (Level 3) [ID: 1252706/1] [Qualification ref# 2470]

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	This programme is delivered to people currently employed in the aged care and disability sectors. Delivery is face to face, supplemented by on-job assessment of the practical components by 'supervisor/observers'. The on-job assessment processes would benefit from a more robust quality assurance structure. Qualification completion rates are high at around 85 per cent. The delivery, to small groups and timed to fit in with their rosters, is well matched to the needs of both students and industry.

2.2 Preparation for Success

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	This programme, funded through the Tertiary Education Commission's Intensive Literacy and Numeracy funding, is the gateway through which most full-time, campus-based students enter VETEL. The delivery is highly student-centred with a bespoke plan for every student, who may remain in the programme for between four and 15 weeks depending on their needs. Students learn to get up in the morning, catch the van, arrive at VETEL, have breakfast and be ready for study. Attendance is the key measure of progress and achievement – currently around 70 per cent. Students move on to higher-level study when they consider themselves ready.

Recommendations

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

NZQA recommends that Valley Education and Training Enterprises Limited:

- Maintain stronger processes to monitor, review and respond to important compliance requirements.
- Strengthen on-job assessment processes, including written guidelines and training for assessors, and regular monitoring by VETEL staff.
- Continue to develop the collection of data for self-assessment and build organisation-wide capability in analysing this data.
- Investigate and put in place ongoing opportunities for educational delivery staff to further develop their teaching qualifications and practice.

Requirements

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

NZQA requires Valley Education and Training Enterprises Limited to:

- Ensure that credits for students are accurately reported to NZQA within three months of assessment.

Refer: Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022, Part2 , 10.1 (b)
<https://www2.nzqa.govt.nz/about-us/rules-fees-policies/nzqa-rules/consent-to-assess/>

Appendix 1⁶

Table 1. Course and qualification completions

Year	Enrolment	Course Completions %	Quals Awarded	Quals Comp
2022	60	47.48	19	32%
2021	82	50.78	23	28%
2020	97	79.62	62	64%
2019	118	44.39	34	29%

Table 2. Student age profile

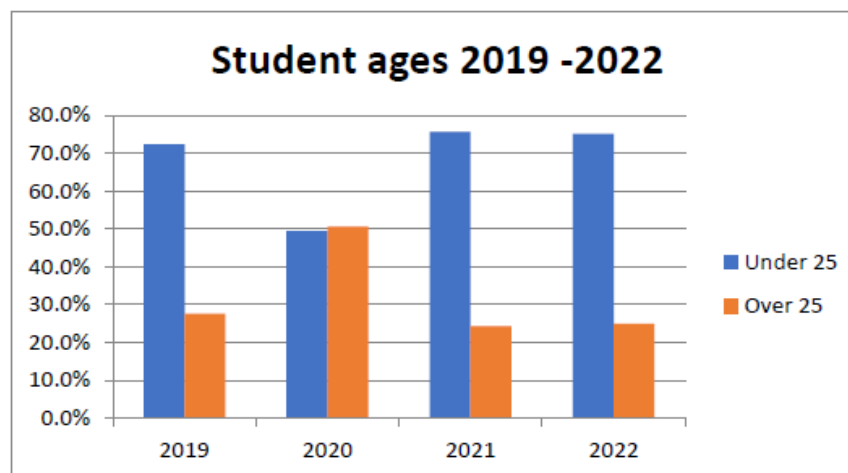


Table 3. Student ethnic profile

Year	Māori	Pacifika	NZ European	Asian	Other
2022	67%	2%	28%	2%	0%
2021	48%	2%	43%	2%	4%
2020	54%	2%	41%	0%	2%
2019	43%	9%	46%	0%	2%

⁶ Data supplied by VETEL.

Table 4. Graduate destinations

YEAR	% EMPLOYED WITHIN THE INDUSTRY	% EMPLOYED OUTSIDE THE INDUSTRY	% PROGRESSED TO FURTHER TRAINING	UNKNOWN
2022*	26%	32%	42%	0%
2021*	20%	25%	45%	1%
2020*	4%	37%	39%	20%
2019*	49%	29%	21%	1%

**Please note: This table includes students who graduated from the Prep For Success programme and went on to further study with Valley Education.*

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

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

- *Identify organisational fraud⁷*
- *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.*

⁷ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- *maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz