



NEW ZEALAND QUALIFICATIONS AUTHORITY  
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# Policy and Guidelines for the Conduct of External Evaluation and Review

## Supplement for Government Training Establishments

Updated April 2011

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# Introduction

This *Supplement for Government Training Establishments* explains how NZQA's evaluative approach to quality assurance is being implemented for 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 Supplement should be read in conjunction with NZQA's *Policies and Guidelines for External Evaluation and Review* document, which is the primary source of information about the evaluative approach to quality assurance for GTEs. The GTE Supplement provides additional information about how 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 five GTEs at present providing training and educational courses within:

- The New Zealand Police Training Service Centre
- New Zealand Defence Force (NZDF)
- Child Youth and Family
- Prison Services
- The New Zealand Fire Service, National Training.

GTEs provide on-the-job training and educational courses for the employees who work for their parent organisations. GTEs seek NZQA consent to assess standards from the Directory of Assessment Standards. These standards are recognised in the wider workforce. Most GTEs offer some NZQA approved and accredited programmes leading to qualifications listed on the New Zealand Qualifications Framework (NZQF).

## Scope of NZQA's quality assurance of GTEs

NZQA provides quality assurance for qualifications and courses that are covered by course approval and accreditation<sup>1</sup>, consent to assess standards from the Directory of Assessment Standards and qualifications listed on the New Zealand Qualifications Framework<sup>2</sup>.

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<sup>1</sup> Established by NZQA under s253 (1) (d) and (e). and ss258 and 259 of the Education Act 1989

<sup>2</sup> Established as part of NZQA's statutory function under s253c of the Education Act 1989

These statutory requirements limit the scope of NZQA quality assurance of GTEs to NZQA approved and accredited courses, standards from the Directory of Assessment Standards and qualifications listed on the New Zealand Qualifications Framework.

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 external evaluation and review.

GTEs can choose to have their other courses evaluated by NZQA 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.

## The evaluative approach to quality assurance applies to GTEs

The policies and criteria described in the Policies and Guidelines for External Evaluation and Review apply to all non-university tertiary education organisations, including government training establishments.

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.

## External Evaluation and Review

NZQA's external evaluation and review methodology and tools that are outlined in the *Policies and Guidelines for External Evaluation and Review* will be adapted to reflect the role and nature of the GTE, as follows.

### Mandatory focus areas

From time to time mandatory focus areas may be included in the scope of an external evaluation and review to provide a common basis for reporting on priority areas identified by the Crown, government agencies, professional and employer groups or through consultation with the sector.

For GTEs, the mandatory focus area of governance and management will not be required because this area is already covered by other external monitoring of their parent government department, or Crown entity.

### Key evaluation questions

For GTEs, the key evaluation question, "How effective are governance and management in supporting educational achievement?" is considered in the context of how well the parent government department, or Crown entity, supports the activities and functions of the GTE.

The focus of the evaluation is on the NZQA approved and accredited courses that lead to NZQF qualifications, and/or the assessment and delivery of unit standards.

However, evaluators may comment on other matters, where issues for the delivery of educational and training programmes or assessment and delivery of unit standards are related to governance, management or financial matters that extend to the wider parent organisation itself.

## Tertiary evaluation indicators

NZQA evaluators use the tertiary evaluation indicators to assist in the inquiry process. The tertiary evaluation indicators provide a basis for thinking about how quality and value may be identified.

For GTEs, evaluators select tertiary evaluation indicators relevant to the function of the GTE. For example, the following indicator is likely to be relevant to GTEs:

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

A GTE that is training its employees for retention in its parent government department or Crown entity 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.*

However, if GTE training goals include the eventual placement of some of their staff in the wider labour market, then this would be a legitimate indicator of achievement within the context of the external evaluation and review.

## Statements of confidence

An external evaluation and review will result in two NZQA Statements of Confidence, one for the GTE's educational performance, and the other for its capability in self-assessment.

These Statements of Confidence relate to the GTE itself, and not the wider government department or Crown 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 indicators include NZQA Statements of Confidence that fall below "Confident", complaints or other information about quality concerns.

The standard approaches to quality concerns that are described in the *Policies and Guidelines for External Evaluation and Review* 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.

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