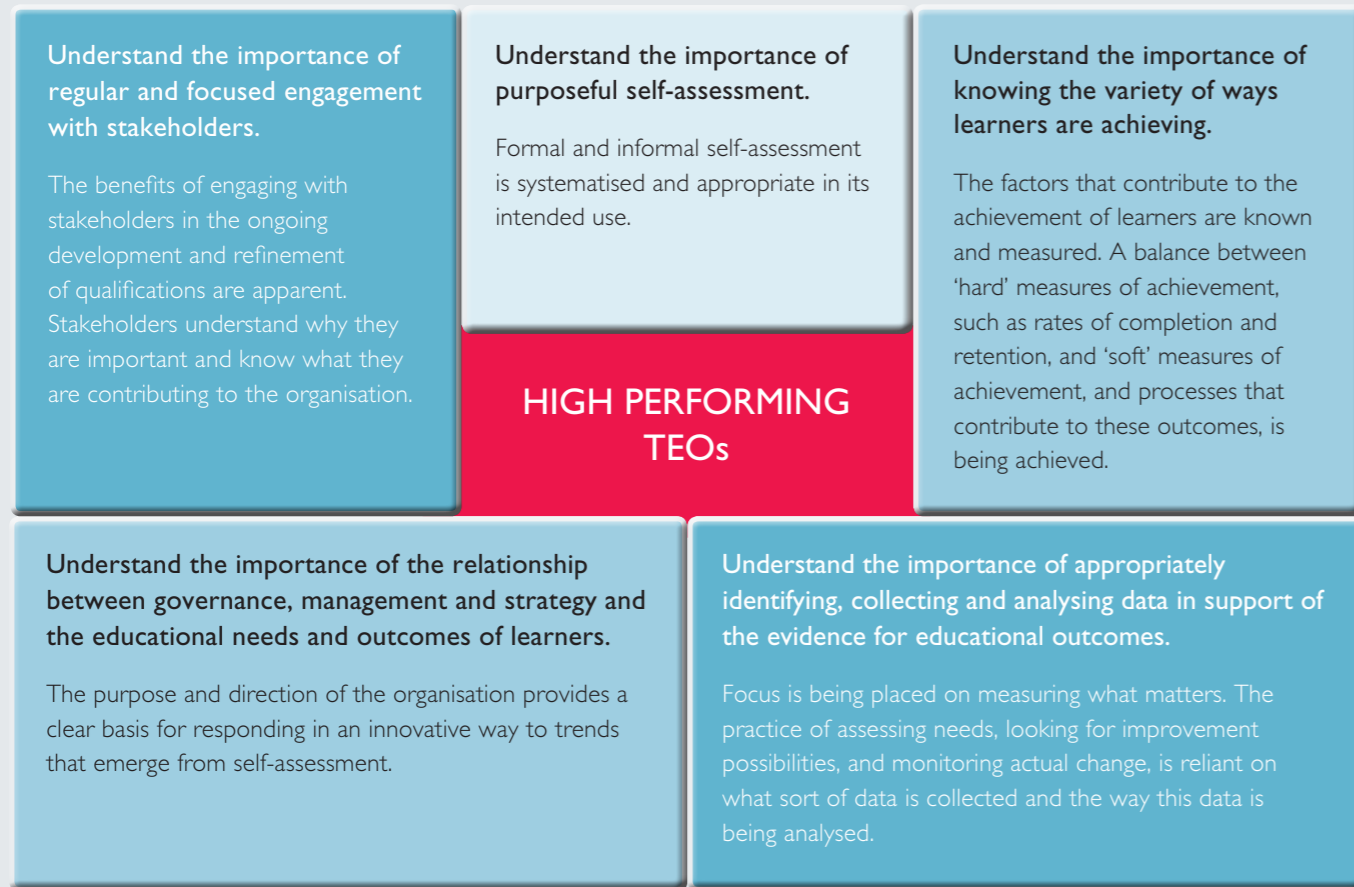


## HIGH PERFORMING TEOs

Overall, the analysis shows that all high performing TEOs are demonstrating key aspects of the process indicators and the outcome indicators in their educational role. Strategically, these TEOs understand the role purposeful self-assessment has in directly and indirectly improving the educational outcomes for learners. Through self-assessment, high performing TEOs know how and where they are making positive contributions to the education outcomes of learners. High performing TEOs effectively use meaningful and reliable information, gathered from learners, stakeholders and government sources, to understand their own performance and make necessary change and improvements.

High performing TEOs are clear and specific about their purpose, and develop programmes that reflect this. Effective pre-enrolment processes and active monitoring of progress means learners are far more likely to be successful, and progress into employment or further study. Achievement for learners is the completion of formal qualifications and the development of useful skills and knowledge, and the enhanced sense of purpose and ability for learners that flow from this. High-level providers recognise the importance of community involvement in creating and disseminating knowledge; be it more specifically in the development of learners from particular communities or more widely in the contribution the provider and its learners can make to various communities.



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Natalie Bourke  
Natalie.Bourke@nzqa.govt.nz



## External evaluation and review: Two years on

### INTRODUCTION

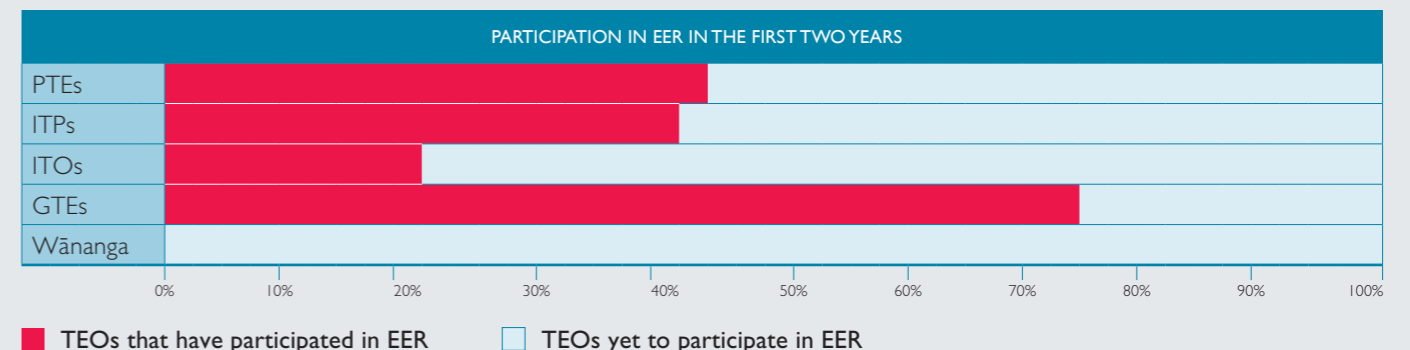
In 2011, the New Zealand Qualifications Authority (NZQA) released an overview that analysed the first 144 external evaluation and reviews (EERs) undertaken with private training establishments (PTEs).

By September 2011, NZQA had completed 323 EERs with 310 tertiary education organisations (TEOs). This year's analysis covers two years of EER, and has been broadened to include all non-university TEOs that have participated in at least one EER.

In total, 291 PTEs (44.8 per cent of PTEs), eight institutes of technology and polytechnics (ITPs) (42.1 per cent), eight industry training organisations (ITOs) (21.1 per cent), and three government training establishments (GTEs) (42.9 per cent) had participated in at least one EER. This included 13 PTEs that participated in a second EER; all of these EERs occurred in response to below Confident statements in education performance and/or self-assessment capability.

Over the last two years the number of TEOs in some parts of the tertiary education sector has decreased. At the time of the analysis, 679 PTEs were registered with NZQA. This figure is now closer to 650. Also, at the time of the analysis, there were 19 ITPs (now 18), 38 ITOs (now 33), seven GTEs and three wānanga.

Fifteen of the PTEs that are now closed participated in at least one EER, and two ITOs that participated in an EER have since merged with other ITOs. The results of all EERs are included in the analysis.



## STATEMENTS OF CONFIDENCE

Of the 323 EER reports analysed, the most common statements of confidence were:



EDUCATION PERFORMANCE	CAPABILITY IN SELF-ASSESSMENT			
	Highly Confident	Confident	Not Yet Confident	Not Confident
Highly Confident	76 (23.5%)	75 (23.2%)	2 (0.6%)	
Confident	9 (2.8%)	96 (29.6%)	45 (13.9%)	2 (0.6%)
Not Yet Confident			8 (2.5%)	5 (1.5%)
Not Confident				5 (1.5%)

## EER RESULTS – ALL TEOs

By September 2011, over 40 per cent of PTEs, ITPs, and GTEs had participated in EER, along with over 20 per cent of ITOs. None of the three wānanga had participated in a full EER.

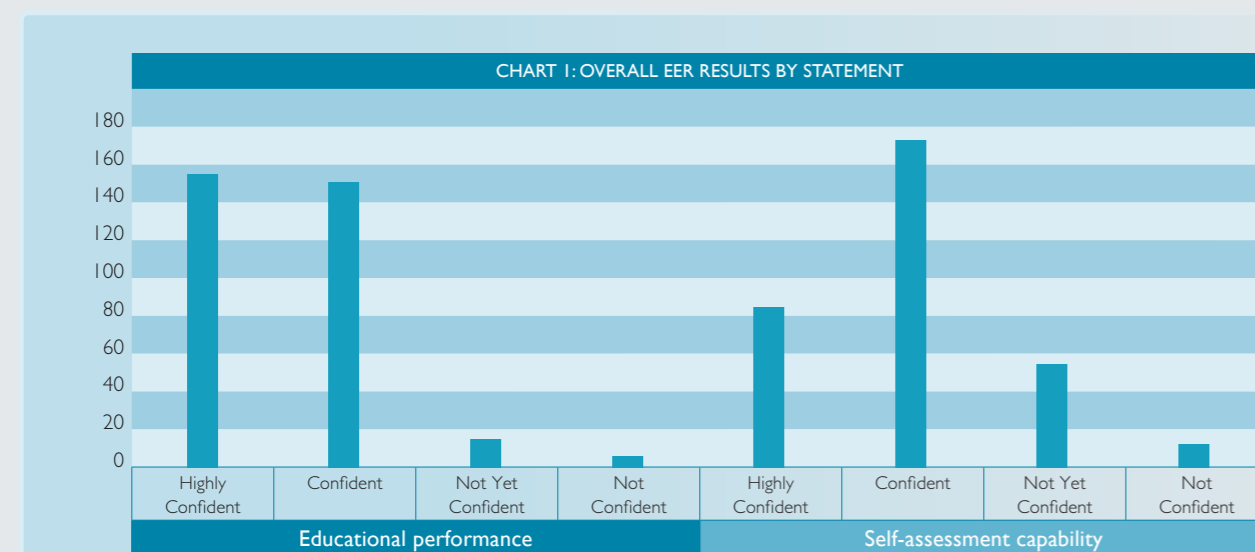
Overall, the percentage of TEOs achieving organisational-level statements of confidence of Confident or above has remained steady, at around 80 per cent, but the distribution of statements has moved away from Highly Confident.

In the first year of EER, more TEOs received statements of Highly Confident/Highly Confident (25.0 per cent) and Highly Confident/Confident (25.0 per cent), than those that received statements of Confident/Confident (24.3 per cent).

Overall, 94.4 per cent (305) of TEOs received statements of Confident or Highly Confident in education performance. Most commonly, TEOs received Highly Confident in education performance with 154 (47.5 per cent) receiving this statement; however, 151 (46.7 per cent) received Confident, maintaining the trend of 5-6 per cent falling below Confident.

In self-assessment capability, 79.3 per cent (256) of TEOs received statements of Confident or Highly Confident. TEOs most commonly received Confident, with 171 (52.9 per cent), and the spread of statements across Highly Confident, with 85 (26.3 per cent) and Not Yet Confident, with 55 (17.0 per cent) continued.

Table 1 provides statements of confidence figures for the past two-years of EER, while Chart 1 illustrates these results.

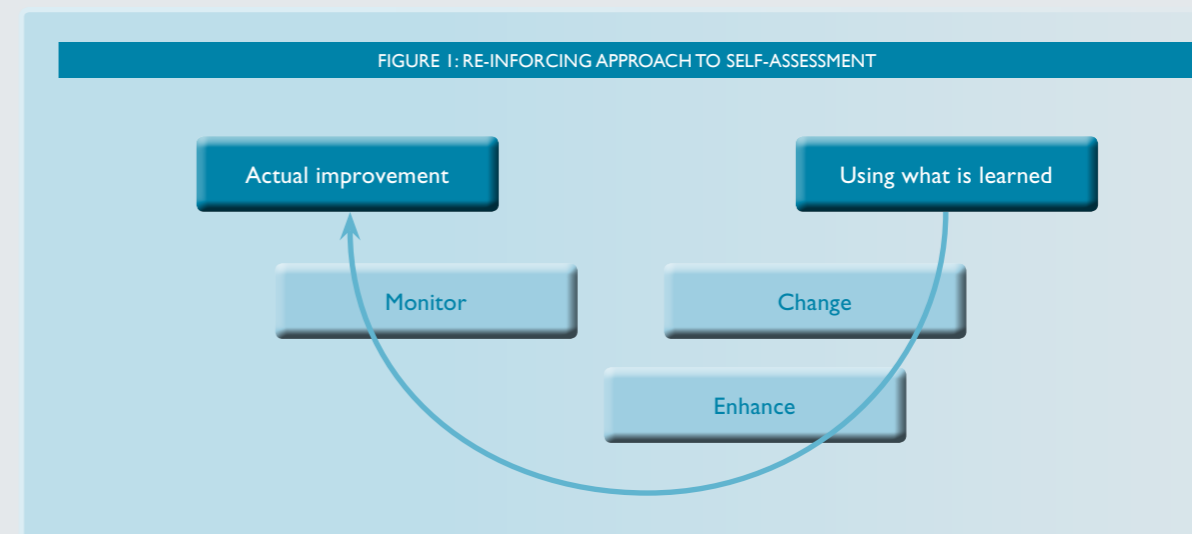


## APPROACH TO SELF-ASSESSMENT

A number of TEOs remain focused on creating the 'perfect' self-assessment process – to be frozen in time and tweaked when necessary. This approach can inhibit the development of a dynamic self-assessment practice because these sorts of TEOs are not recognising the role of **evaluative thinking**. Notions of formal and informal self-assessment practice fall out of this, particularly in how purposeful and systematic self-assessment is.

About 20 per cent of year two<sup>1</sup> reports clearly identified formal self-assessment practice occurring amongst TEOs, and this was expressly evidenced through the indicator: *Self-assessment is ongoing, comprehensive, authentic, transparent, robust – and leads to worthwhile improvement*, but was also evidenced in the systems and processes established within the organisation for the purposes of self-assessment.

These TEOs were taking a reinforcing approach to self-assessment, which captures the key characteristics of self-assessment.



A positive outcome of increasing self-assessment capability has been the increasing focus TEOs are placing on **measuring what matters**. The practice of assessing needs, looking for improvement possibilities, and monitoring actual change, is reliant on what sort of data is collected and the way this data is being analysed.

<sup>1</sup> A textual analysis of the formal or informal nature of self-assessment practice was not undertaken in the first year. However, the discussion is applicable to the wider year one and two combined sample.