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# External Evaluation and Review Report

QED Associates Limited

Date of report: 17 January 2023

# About QED Associates Limited

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*QED offers professional development to teachers and others employed in the tertiary education sector. The courses are tailored to individual learning needs and aim to develop graduates with interactive teaching and learning capability. The PTE also offers a range of quality assurance workshops as well as two micro-credentials.*

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Type of organisation:	Private training establishment (PTE)
Location:	PO Box 34 357, Birkenhead, Auckland
Code of Practice signatory:	No, and no international students enrolled
Number of students:	Domestic: 138 enrolments at the time of scoping the EER; 50 Māori, 15 Pasifika, 17 other New Zealanders  17 equivalent full-time students in 2021
Number of staff:	Two full-time and one part-time equivalent
TEO profile:	<a href="#">QED Associates Limited</a>
Last EER outcome:	At the last EER in 2019, NZQA was Highly Confident in both the PTE's educational performance and capability in self-assessment.
Scope of evaluation:	New Zealand Certificate in Adult and Tertiary Teaching (Level 4) (122058-2) and New Zealand Certificate in Adult and Tertiary Teaching (Level 5) (122059-2) (referred to as NZCATT L4 and NZCATT L5).  The Level 4 programme involves three modules, and the level 5 five modules. These are taught mainly face-to-face at various provider or rented premises. Students do self-directed study and prepare their assessment evidence in their own time and at their place of work. It is a part-time study mode.
MoE number:	8395
NZQA reference:	C50916
Dates of EER visit:	8-11 November 2022

## Summary of results

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*QED has considerable capability and experience in delivering professional development in adult education and training. QED also makes a valuable contribution to building tertiary education sector quality assurance capability, and this has been established over time. Self-assessment is well developed and effective.*

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### **Highly Confident in educational performance**

Student achievement is generally strong. QED has identified a need to better target its support by understanding learner needs earlier, and to also refine ways to incentivise progress through the courses.

Ongoing engagement with relevant educational stakeholders in training and consultancy, and also in roles on boards and committees, informs their practice.

A supportive learning environment provides students with opportunities to discuss and share their teaching experience and problem-solve together.

### **Highly Confident in capability in self-assessment**

Adult education principles underpin QED's educational philosophy and teaching. Students attend workshops and complete relevant work-based learning tasks designed to step the students through a structured and well-supported assessment process that fits well with their professional context.

Achievement is reviewed regularly and is validated by internal moderation. NZQA external moderation has been satisfactory each year since the last EER.

There is improved data handling and reflection at all levels of QED. Management and teachers are clear on achievement and value. Self-assessment records are well documented, and actions taken towards improvements or refinements to process are traceable.

Compliance requirements are well understood and are suitably managed, and so QED consistently meets NZQA requirements.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>In the focus area programmes students' course pass rates are in the 75-80 per cent band.<sup>2</sup> Māori and Pasifika students are achieving mostly within this band. Disability reporting will require new student data protocols. Because new students enrol at various times during the year, achievement is best measured on an individual rather than a cohort basis. Students are gaining knowledge and skills in adult education and training, to develop confidence and skill as tertiary teachers.</p> <p>The reasons for any student withdrawals and non-completions are well understood by QED. Students have often been impacted by Covid-19 and consequent professional challenges getting in the way of them completing assessment within the expected timeframes. They are gaining qualifications – the NZCATT Level 4 had 15 graduates in 2021, for example. QED has set a clear course completion target of 85 per cent, and that 95 per cent of assessments are submitted towards qualification completion. Performance against these targets is variable</p> <p>Since the last EER, there have been improvements to data handling and use across QED (by teachers, management and governance). Staff were able to clearly explain and show where all students enrolled are up to in their programme. The trends, strengths and weaknesses of achievement are well captured.</p> <p>NZQA external moderation has been satisfactory each year since the last EER. Internal moderation processes appear particularly robust. They reflect QED's specialist expertise and understanding in these and other academic quality practices.</p>

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

<sup>2</sup> That is, achievement of modules which include unit standards.

Conclusion:	QED students, who are themselves employed in teaching roles, are achieving well. Monitoring, review and using performance data to look for improvements in achievement is occurring. Covid-19 has disrupted progress for some students.
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## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>QED helps build and sustain teacher capability in the sector. There have been graduates in both the level 4 and 5 qualifications since the last EER. These qualifications are widely regarded as ‘baseline’ teacher qualifications in the New Zealand vocational education and training sector. NZQA found that there is relevance and transferability of skills for the students as they are already working in teaching and assessing roles. The focus area qualifications and the unit standards assessed are often required by the consent and moderation requirements for New Zealand qualifications.<sup>3</sup> They are also often the qualifications set as required professional development goals by training providers. Graduates and current students attest to having more confidence in their teaching and use the knowledge gained to better support their learners.</p> <p>QED contributes value at a sector level. The focus area qualifications were reviewed by NZQA as one of the suite of Teacher Education New Zealand Qualifications. QED was represented on the panel as one of the 18 stakeholders involved. A QED staff member has also held the role of national moderator adult education for some years. QED staff have a strong connection to the design and intent of the qualifications by means of these involvements. At the NZQA consistency review in August 2021, QED’s programme received a rating of ‘Sufficient’.</p> <p>QED also provides value in other ways outside the focus area: running quality assurance workshops and offering consultancy services; involvement in the ITENZ<sup>4</sup> peak body, including</p>

<sup>3</sup> [Consent and Moderation Requirements \(CMRs\) » NZQA](#)

<sup>4</sup> Independent Tertiary Education New Zealand, which represents private tertiary institutions in New Zealand

	<p>participating in the Māori engagement rōpū community of practice. Staff also serve on boards and in advisory roles at other tertiary education organisations.</p> <p>Comprehensive and ongoing training review processes are wide-ranging, data rich and suitably documented.</p>
Conclusion:	<p>QED makes a valuable contribution to adult and tertiary education sector capability. It also assists tertiary education organisations with their conformity with regulator and funder requirements. Self-assessment is thorough and well informed.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>QED programmes and micro-credentials are suitably designed for students who have a current need for adult education or quality assurance practice skills. Students gain valuable skills that are relatable to their own context. The modules include problem-solving to address any challenges participants may be experiencing in their situations. Teachers aim to foster reflective practices and decision-making, to help students make improvements on their own materials and teaching practices. There is individual attention where students may have language or other barriers to learning, or simply need an extension of time to meet assessment requirements.</p> <p>A safe and inclusive learning environment provides students with opportunities to share and discuss their teaching experiences and also to problem-solve. Students do work which is designed to systematically develop their skills and knowledge within a well-supported assessment process. A philosophy of continuous improvement has led to learning material being tweaked and refreshed annually. The use of online learning technologies is being introduced. This is a relatively recent development catalysed by the pandemic experiences.</p> <p>An evaluative feedback process is used to gather reliable student feedback and to understand the delivery of each module. All of QED are involved in a process which informs programme review, design and further development. Regular</p>

	<p>engagement with stakeholders in industry, and an educational advisory group, also informs QED of different training needs and trends.</p> <p>Scheduled moderation activities are completed and tracked. Internal moderation of assessment includes peer marking. This is used as a form of teacher development as it provides valuable learning opportunities to help refine and improve practice. Findings are also used in the review of programmes as well as for updating and changing resources in a systematic way.</p>
Conclusion:	<p>Programmes are contextualised and adapted to different needs. Suitably qualified and experienced teachers provide interactive facilitation in small groups. There is good use of quantitative and qualitative feedback from students and stakeholders to inform programme review. This has all contributed to a well-documented programme review process, the development of new programmes, and the retirement of one training scheme.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>An efficient pre-enrolment process has recently been adjusted to gather more timely and useful needs assessment information. This is to improve teacher understanding of students' goals, professional experience, and any accessibility or other learning needs. This also informs how the workshops will be delivered.</p> <p>A scheduled monthly check-in is used to monitor how students are applying what they have learnt, what they are applying in their teaching, and to serve as a reminder of due dates for assessments. Automated reminders sent to students are also intended to provide encouragement to submit assessments. Delayed or late submission has been an ongoing 'pinch point', and the pandemic disruptions to the planned learning (at the place where the student is employed) has magnified this issue. Extensions are given and these are now more structured and monitored more closely to help ensure successful outcomes. Support is available, and provided when sought, until completion. Some students complete after lengthy periods. QED has demonstrated policy flexibility and enduring support.</p>

	<p>Assessments are contextualised and students are supported through a robust assessment process. Teachers provide regular advice and feedback as and when needed. Constructive, specific feedback is made on marked assessments. There is good knowledge and awareness of literacy and numeracy embedding. This is most obvious in responding to the challenges for students whose first language is not English.</p> <p>There is good understanding and attendance to student group dynamics. A teacher described creating a 'comfortable environment where students can, and will, seek support and ask for clarification'. Wherever possible, teachers implement an active learning approach to teaching and assessment; the focus is always, 'your content, your work'. The quality and impact of each module is reflected on, and student voice is actively sought both informally and by anonymous surveys. Responses are reviewed by staff and changes occur as and when required.</p>
Conclusion:	<p>Students interviewed clearly described a respectful and productive adult learning environment. In this way, QED models good practice as well as instructs. Analysed survey data gathered by QED since the last EER also confirmed that students are well supported and involved in the focus area programmes.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>QED has a clear and reflective theoretical grasp of adult education and training. This informs their approach to teaching and consultancy services. They also have a clear understanding of academic quality management systems and managing compliance; particularly that relating to PTE registration and associated aspects of NZQA rules. There is a strong focus on alignment of programme design and delivery with client needs.</p> <p>A small and efficient organisation, QED communicates regularly with key stakeholders using the usual variety of formats including a newsletter. These stakeholders include private companies and many tertiary education organisations, both very large and small. All staff are also actively involved on a board or committee or informally advising with another tertiary organisation. This adds</p>

	<p>to the richness of their perspectives and so informs self-assessment and strategy.</p> <p>Regular meetings reflect continuous engagement with data and feedback. The process of selecting and inducting a new teacher in the focus area programmes followed exemplary practice. Succession and ongoing sustainability have been addressed.</p> <p>Staff are comfortable and reasonably well informed on discussing Te Ao Māori viewpoints, and how these can be reflected and valued in training to support equitable educational achievement. QED is attending well to both the Tertiary Education Strategy drivers as well as Code 2021<sup>5</sup> requirements. It is plausible to claim that QED graduates are making a significant difference in relation to achieving these higher-level, system-wide goals.</p>
<p>Conclusion:</p>	<p>Governance and management are highly effective. There is ongoing formal and informal discussion to, for example, address the challenges brought about by lockdowns and the disruption to normal business activities. Supporting student achievement has been a key focus. Record-keeping and data analysis are meticulous, which also assists regulatory quality assurance.</p>

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<sup>5</sup> Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 – Gap Analysis Report and Action Plan

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Across the range of NZQA compliance accountabilities QED performs well:</p> <ul style="list-style-type: none"> <li>• A change of shareholder was notified and approved, and the related declarations have been updated since the last EER</li> <li>• QED's fee protection procedure was reviewed by NZQA Risk in 2021 and deemed suitable<sup>6</sup></li> <li>• A suitable memorandum of understanding with a related organisation is in place. It was approved by NZQA in 2022. This sub-contracting arrangement specifically attends to the 10 items in NZQA's training scheme guidelines</li> <li>• Annual NZQA external moderation requirements are well attended to, with positive outcomes</li> <li>• Code 2021 compliance aspects are attended to accordingly. A thorough self-review has been completed and a summary of findings has now been published on the PTE's website</li> <li>• There are no issues with timeliness of results reporting. All results reported are within the PTE's consent to assess and reflect approved delivery. They have been congruent with the volume of training and the annual fee returns, which have been submitted as required</li> <li>• Information about delivery sites for workshops are regularly notified to NZQA.</li> </ul>
Conclusion:	QED manages compliance well, and this evaluation found nothing of concern. Good understanding, management use of a compliance schedule, and regular administrative reviews help to monitor and action the various requirements in a timely way.

<sup>6</sup> All QED students are 'self-funded'. The PTE receives no government funding, and so is not audited by the Tertiary Education Commission, for example.

## Focus areas

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

### 2.1 Focus area: New Zealand Certificate(s) in Adult and Tertiary Teaching (Level 4) and (Level 5) (22058-9)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 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.*

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

## 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.*

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 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 fraud<sup>7</sup>*
- 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.*

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<sup>7</sup> 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 2021, 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 including ITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.*

*In addition, the Private Training Establishment Registration Rules 2021 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, training schemes 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 2021. 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](http://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/>.*

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