

# Report of External Evaluation and Review

NZ Equine Education Trust

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 7 September 2010

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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.*

## Brief description of TEO

Location: Cambridge  
Type: Private training establishment  
Size: Small  
Sites: As above

New Zealand Equine Education Trust (NZEET) promotes the education and training of the codes of thoroughbred racing (which has four regional schools for its training), harness racing (which also has four regional schools for its training), thoroughbred breeding (based in Cambridge), and greyhound racing (one regional school). The organisation represents the interests of 300-400 students and trainees across the different codes.

NZEET's focus is on delivering off-job training for people working in the equine industry and enrolled in equine industry training and greyhound racing. In addition, an online facility, Equine eLearning, delivers the theory component of equine unit standards to predominantly Gateway learners, mostly secondary school students. NZEET has not run its full-time Certificate in Horse Racing course since February 2007 and does not have any full-time tutors or learners.

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.

NZEET was last quality assured by NZQA by audit in 2008 and declined to have the report published in 2009.

# Executive Summary

## Statement of confidence on educational performance

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

- Individual student records show Equine eLearning students achieve up to 14 unit standards or continue until they succeed. Most e-learning students go on to complete an equivalent number of related practical unit standards through work experience.
- Individual trainee records show that learners in thoroughbred racing, harness racing, and thoroughbred breeding also achieve similarly to e-learning students or continue until they do.
- Learners who achieve equine unit standards and qualifications typically go on to further equine studies, standards, and qualifications and a career in the equine industry. This conclusion is based on examples of monitoring and tracking which NZEET was able to show at the external evaluation and review visit.
- Equine learners acquire increased personal confidence, academic achievement (in some cases for the first time, as the result of being able to study at their own rate of learning and undertaking assessment and reassessment when they are ready), and improved communication and computer skills.
- Teaching is conducted by suitably qualified and experienced tutors who are trained in literacy and numeracy and use workbooks and guides, some of which have been recently developed and contain embedded literacy and numeracy. Trainee surveys, teacher appraisals, and external evaluation and review interviews confirmed the effectiveness of the teaching.
- Equine eLearning students and other equine trainees are supported and guided from the time of their initial needs assessment and are given every opportunity to succeed. Trainee surveys confirmed their satisfaction with the support and guidance they received.
- The ongoing sharing, development, and use of training resources with embedded literacy and numeracy and professional good practice is expected to further improve performance across all racing codes, although NZEET and the different codes have indicated that this improvement will take time.

## Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **NZ Equine Education Trust**.

- NZEET has a wealth of individual learner achievement data available in Equine eLearning results which it reports to secondary schools, or in unit standard results which it reports to the Equine Industry Training Organisation (EITO). However, NZEET also acknowledges that it could process and analyse this individual learner data to identify patterns and trends and contribute to further ongoing improvements.
- Recently introduced trainee surveys at the end of each learning unit will improve the value of the feedback by trainees and contribute to NZEET and each code analysing its own performance, the performance of tutors, and the quality of the recently developed learning and assessment resources with embedded literacy and numeracy. Previous surveys at the end of each course sought more general feedback about guidance and support and the completion rate was not high.
- Following NZEET's dissatisfaction with the performance of its previous management system, it changed from the training management system (TMS) to the pivotal relationship management system (PRMS). Information was transferred across in March 2010 and staff and tutors were undergoing training on the new system at the time of the evaluation visit; the next training was schedule for late June 2010. NZEET expects PRMS will improve its reporting and monitoring capabilities.
- NZEET showed at the evaluation visit that it is able to monitor and track destinational outcomes for many of its trainees, especially jockeys and drivers. Although it does not currently do this on a regular, ongoing basis, NZEET acknowledges the value of doing so to better inform NZEET and all the codes, encourage other codes to follow suit, improve marketing, and enhance the current celebrations of graduation successes which graduates enjoy and which inspire others.
- While it receives a good deal of anecdotal feedback, NZEET is aware that it would also benefit from a more formally documented and systematic gathering of quality information from its stakeholders, which it could then use for analysis, reflection, and discussion, and for making improvements. On the other hand, the review and development of new standards and qualifications involved considerable consultation of stakeholders by EITO and NZEET as well as the relevant codes such as New Zealand Thoroughbred Racing (NZTR), as required by NZQA.

## TEO response

NZ Equine Education Trust has confirmed the factual accuracy of this report.

# Basis for External Evaluation and Review

*Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITPQuality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria approved by the NZQA Board.*

*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)).*

# Findings

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

*Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/for-providers/keydocs/index.html>*

## Outline of scope

The agreed scope of the external evaluation and review of New Zealand Equine Education Trust included the following:

- Off-job training for the New Zealand Equine Industry Training Organisation
- Gateway learning for secondary school students.

These areas were chosen because they are representative of the main areas of NZEET's education and training.

The following mandatory focus area was also included:

- Governance, management, and strategy.

## Part 1: Answers to Key Evaluation Questions across the organisation

*This section provides a picture of the TEO's performance in terms of the outcomes achieved and the key contributing processes. Performance judgements are based on the answers to key evaluation questions across the focus areas sampled. This section also provides a judgement about the extent to which the organisation uses self-assessment information to understand its own performance and bring about improvements, i.e. capability in self-assessment.*

### 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**.

#### **Equine eLearning**

Learners, including students under 16 who are exempted from attending regular school programmes, can undertake Equine eLearning and assessment of up to 14 equine theory unit standards through the Ministry of Education-funded secondary schools Gateway programme. In 2009 there were 118 new enrolments alone from 64 secondary schools throughout the country. The practical component of the Gateway programme can be completed through secondary schools' work experience programmes.



For those learners who do not complete their unit standards, the reasons are recorded, which are usually personal. Learners who do not complete theory unit standards by e-learning one year can complete them the following year(s) as NZEET learners at the expense of their parents. Fees paid in this way are protected by NZEET's Student Fee Protection scheme as appropriate.

Individual learner records show that learners successfully achieve up to the 14 theory unit standards they can undertake by e-learning. Those who do not achieve the number of nominated unit standards usually do so the following year. There is also a good correlation between successful completion of the theory unit standards and the related practical unit standards.

Equine eLearning records individual results and uses them to track, monitor, and encourage individual learners to achieve. It reports the results to the appropriate secondary school which in turn reports the individual results for both theory and practical. Equine eLearning does not process its theory completion rates by percentage by school or as a whole cohort. By doing so, it could not only identify more clearly how well learners achieve, but also show patterns and trends which could, alongside other relevant information, enable further improvements.

While Equine eLearning is only responsible for the theory unit standards, it strives to obtain data from each school on the completion of the practical unit standards that are assessed after the theory has been completed. If it was able to fully access this information, in addition to its information on the completion of theory unit standards, Equine e-Learning would also be able to examine more closely the relationship between theory and practical standard completions and help make further improvements in one or both areas.

### **Thoroughbred Breeders**

This training is delivered in the breeding industry's "off" (or quiet) season fortnightly for a total of 60 hours per year, plus block courses and one-to-one teaching and learning. The qualification was reviewed from a level 4 programme delivered over two years to a level 3 achieved in the first year and level 4 in the second year. This was changed following extensive consultation with industry, as many students went overseas after the first year of study to further their careers (the breeding industry has a northern and southern hemisphere breeding calendar), and previously they were unable to complete their level 4 qualification. However, now it is expected that students will be able to achieve their level 3 before they go overseas and then complete their level 4 qualification when they return to New Zealand.

### **Thoroughbred and Harness racing**

This training is also delivered fortnightly for a total of 60 hours per year. Previously, jockeys and drivers took approximately three to four years from commencement to completion of their apprenticeship. Following NZEET's recent equine qualification review, the harness and jockey training programmes have been staircased, which is expected to provide rewards and incentives to trainees during their apprenticeships, and also provide a training pathway for those apprentices or drivers who, for whatever reason, may not complete their apprenticeship (e.g. weight, skill level). These learners will now begin their apprenticeships and complete a level 3 qualification within 12-18 months of their commencement and then within a further approximately 18-24 months complete the level 4

qualification. The tying of apprentice jockey licences to qualification completion by New Zealand Thoroughbred Racing (NZTR) from August 2009 has provided further incentives to jockeys to achieve qualifications and there have already been significant improvements in attendance, attitude, and completion rates.

### **Stable management qualification**

Recent collaborations with code industries have identified that many racing businesses are struggling with understanding and implementing compliance regulations successfully. The reasons identified were that people in the equine industry rose through the ranks because of their equine abilities as opposed to their business acumen. Accordingly, in consultation with industry and EITO, NZEET reviewed the stable management qualification and NZTR is in the process of changing rules to align licensing of trainers with completion of the stable management qualification. The stable management breeding strand was developed at level 5 and provides a further staircasing opportunity for trainees.

Through NZEET, EITO and NZTR fund thoroughbred education and training in particular, and results of the unit standards based assessment are reported to EITO. NZEET does not currently receive any particular feedback from EITO in regard to results, but NZEET is seeking to change this. However, NZEET also acknowledges that it could process the data it reports to EITO, as well as its own trainee surveys introduced unit by unit in 2009, to obtain useful information about its own performance, the performance of tutors, and the quality of the recently developed new learning and assessment resources.

Collating existing information would enable analysis with a view to making further improvements. This would, along with initiatives such as shorter qualifications and licensing initiatives, help support improved completion of unit standards and national qualifications in particular. Individual learner records from 2005-2010 sighted at the external evaluation and review show that, as with Equine eLearning, a high proportion of learners in thoroughbred training either achieve unit standards or continue until they do so. The EITO 2009 annual report shows that 47 industry trainees across the codes achieved their respective national certificates and 248 were continuing in their training.

## **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 **Adequate**.

Learners who achieve theory unit standards by e-learning typically complete equine qualifications which enable them to go on to further equine studies, standards, and qualification and a career in the equine industry. Learners also acquire increased personal confidence, academic achievement (in some cases for the first time as the result of being able to study at their own rate of learning and undertaking assessment and reassessment when they are ready), and improved communication and computer skills.

Aspiring thoroughbred jockeys achieve unit standards and qualifications, improve their personal self-confidence and communication skills, obtain a licence to ride and the

opportunity to take part in a potentially lucrative career. In doing so, trainees learn the very valuable skills of obtaining rides and handling media interviews when they win.

The value of successful outcomes to trainees, some of whom may never have achieved very much at school, is further education and training, a career, employment, and a reasonable income, as well as personal knowledge and skills, which not only benefit them personally but also their whānau and family.

NZEET showed that it is able to monitor and track destination outcomes for many of its trainees, especially jockeys and drivers. Although it does not currently do this on a regular basis, NZEET acknowledges the value of doing so to better inform NZEET and all the racing codes, encourage others, improve marketing, and enhance the current celebrations of graduation successes which graduates enjoy and which inspire others.

Owners, trainers, punters, and each code's industry benefit from the training provided under the auspices of NZEET. This is confirmed by the code's representatives on the NZEET board, from their own industry networking, and their sharing of ideas on the board, which can benefit other codes. NZEET bases many improvements on this kind of sharing of information and feedback to develop its standards, qualifications, and learning and assessment resources. While it receives a good deal of anecdotal feedback, NZEET is aware that it would also benefit from a more formally documented and systematic gathering of quality information from its stakeholders for analysis, reflection, and discussion, and for making improvements which would then undergo a similar ongoing review cycle.

### 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**.

The programmes run by the various codes represented on NZEET are deliberately designed to take into account the racing and breeding seasons so that there is a direct and timely connection between theory and practice. This helps ensure the effectiveness of the learning and teaching and attendance at classes held in the evenings at different code sites around the country. Theory activities are related to practice as much as possible. This includes the use of actual objects, visual resources and materials, specialised language or jargon explained on wall posters, DVDs, interactive discussions, and in the case of jockeys or riders, the use of a mechanical motorised horse for demonstration and practice in the classroom. When apprentice jockeys have a race meeting coming up, they are allowed to have their mobile phones on to take and make calls during class so that they can obtain sufficient rides to further their education and training, experience, apprenticeship, and careers.

Trainee and wider industry satisfaction with how well programmes and activities matched their needs, as obtained by NZEET to date and confirmed by interviews with trainees conducted by the evaluation team, is supportive. Recently introduced trainee surveys at the end of each unit will improve the value of the feedback by trainees. NZEET has

acknowledged that stakeholder feedback could also be more systematic and formal than the current feedback which is more informal and anecdotal and not always formally captured in the minutes of board meetings. On the other hand, the review and development of new standards and qualifications involved considerable consultation of stakeholders by EITO and NZEET, as well as of the relevant codes such as NZTR and Harness Racing New Zealand (HRNZ) as required by NZQA.

#### 1.4 How effective is the teaching?

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**.

The NZEET training facility in Cambridge includes a comfortable and well equipped classroom, the walls of which are adorned with appropriate equine information and posters as well as an honours board which includes names of well-known, successful jockeys and equine industry people. The Cambridge NZEET facility is used by different codes including thoroughbred racing and breeding.

The teaching is conducted by suitably qualified and experienced tutors in each code. Most tutors are trained in literacy and numeracy and have completed the National Certificate in Adult Literacy Education (Vocational Tutor/Lecturer or Workplace Trainer) as well as adult teaching and learning and standards-based assessment, which enables them successfully to engage trainees with barriers in literacy and numeracy. The teaching performance of tutors is reviewed in detail during observation(s) on a regular basis. This includes the appropriate use of resources with embedded literacy and numeracy.

Trainees have expressed their positive satisfaction to date based on end-of-course surveys. The introduction of trainee evaluations at the end of each unit introduced in 2009 will help facilitate the gathering of better trainee feedback about the quality of the learning and teaching, the resources, the unit standards, and the qualifications in a timelier manner. This will enable NZEET or the various codes to address individual issues as they arise, and collation of feedback would also give a clearer picture of the effectiveness of the learning and teaching and possibilities for further improvement. It would also enable the setting of satisfaction targets. For example, the current level of satisfaction of e-learning trainees is 3.5 but it is unclear whether this is particularly acceptable or whether the expectation of trainee satisfaction should be higher.

Initial assessment of trainee needs and ongoing vigilance which identifies initially undeclared and unknown trainee needs, help develop flexible individual learning plans which can be updated. Resources and activities are varied and help engage trainees.

Resources are visual, whether online or in hard copy, although the administrator observed that online e-learning requires a lot of reading. The resources address literacy and numeracy barriers by using language accessible to trainees and providing clear definitions of language terms specific to the industry; and by including a wealth of visual materials such as colour photographs, interactive activities where possible, and plenty of white space. The resources, developed and funded by the Tertiary Education Commission (TEC) through

EITO, have received considerable support, input, and contributions from NZEET and the thoroughbred racing industry. These resources were put into use from 2009, and feedback on them is included at the end of each unit. Other codes intend to develop similar resources. The survey at the end of each unit provides NZEET with value ratings and comments which will contribute to ongoing improvement of the resources; learning, teaching, assessment practice, and the unit standards themselves.

Trainees are assessed orally where reading and writing are not being assessed. Trainees are reassessed as required. New resources and assessment materials and decisions are internally moderated. All assessment materials and decisions meet the external moderation requirements of the EITO and NZQA, 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 **Excellent**.

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

Whether learning and being assessed online or face to face, learners are clear about what they have to do to achieve unit standards and qualifications. Online learners can see all the information they need, try out some learning and assessment before they enrol, and download and print any resources if they wish to do so. Both online and face-to-face learners have an initial assessment which provides valuable information, including about their literacy and numeracy, which is used to develop individualised learning and teaching as much as possible.

The tutor(s) and the administrator identify any e-learning students who have literacy and numeracy barriers to learning and assessment which they may not have declared on entry to the course. In such cases, the administrator checks with the school to see if the student is receiving help in these areas and also ensures that the student receives appropriate additional support from the e-learning tutor(s).

Secondary school Gateway students are guided and supported by the administrator and tutor(s) when they undertake e-learning theory unit standards. The guidance and support include help by the tutor(s) online or by telephone, completion and return of marked assessments online or by post within three days of submission, reassessment opportunities, and prompt reporting of results to the school to enable students to undertake the related practical unit standard(s) through their schools-based work experience.

The administrator follows up students as appropriate to encourage their completion of unit standards, provides support and alternatives for completion where there are personal reasons for delay, provides continuity between funded and fee-paying learning programmes, maintains ongoing liaison with EITO, and provides information from EITO which informs students of their options once they have completed their standards and qualification through e-learning and the Gateway programme. Such thorough support and guidance helps to give Gateway students every opportunity to succeed in an area in which they are keenly interested and in which they can go on to further study and a career in the equine industry.

The surveys at the end of each unit of the recently developed resources do not currently seek feedback on the quality of the support and guidance trainees receive. Previous surveys at the end of each course sought more general feedback about guidance and support and the completion rate was not high. However, previous and current surveys, as well as interviews conducted by the evaluation team, indicate that trainees are satisfied with the support and guidance they receive. Trainee jockeys appreciate being shown how to obtain rides on race day and being trained in how to handle race day and other media interviews. Breeders ensure as much as possible that learners are supported in their education and training by their employers and that those in small operations have sufficient opportunities to gain experience at other, larger establishments if necessary. NZEET and NZTR are also keen to get as much support as possible from trainers for their new education initiatives.

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

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**.

NZEET is very effective in supporting educational achievement. It is directly linked to the various equine industries' education and training through its trustees who are involved with or manage and direct training within their respective codes. This ensures NZEET's activities relate to the needs of the individual codes and enables NZEET to facilitate collaborative ventures.

NZEET has made a conscious decision to change the nature of its training from centralised, full-time, live-in training to part-time training at different sites around New Zealand. This has resulted in the current widely representative NZEET board where the thoroughbred racing, breeding, harness racing, and greyhound racing codes oversee and share education training and assessment resources and practices for the benefit of all codes regardless of their funding sources. Breeders, for example, fundraise to supplement the funding its code currently provides. NZEET makes the facility in Cambridge available to codes such as thoroughbred racing and breeding. NZEET receives funding from EITO, works closely with NZTR and HRNZ, and reports results to EITO and NZTR. NZTR and HRNZ also provide significant amounts of funding for training.

The NZEET board provides a valuable opportunity for sharing information on education and training and how best to serve the different codes. Each code and NZEET share information not only at board meetings but also on a regular daily or weekly basis as part of business as usual. However, this valuable information is not always fully captured or documented at board meetings or elsewhere. As referred to elsewhere in this report, there is also information such as in Gateway Equine eLearning or ETIO-funded equine training, that is not fully developed and processed so that it can be analysed and used to reveal patterns and trends which may in turn contribute to further ongoing improvements. This is something that NZEET is aware of and that can also be shared by all the codes to their mutual advantage.

## Part 2: Performance in 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 the NZ Equine Industry Training Organisation

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

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

### 2.3 Focus area: Gateway training for secondary school students

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

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

# Actions Required and Recommendations

## Further actions

Because NZQA is Not Yet Confident in NZ Equine Education Trust's capability in self-assessment, NZQA will contact the organisation to agree appropriate actions aimed at achieving a level of at least Confident in capability in self-assessment.

Progress toward improvement will be monitored by NZQA and a further EER scheduled at an appropriate time.

## Recommendations

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

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