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External Evaluation and Review Report

Aotea Community Trust Incorporated
trading as Kāpiti Skills Centre

Date of report: 21 February 2020

About Aotea Community Trust

Incorporated trading as Kāpiti Skills Centre

Kāpiti Skills Centre has downscaled and refocussed its training towards outdoor education for secondary school students in the lower North Island. The organisation provides outdoor activities to enable students to gain credits towards NCEA.

Type of organisation:	Private training establishment (PTE)
Location:	Raumati, Wellington
Code of Practice signatory:	No
Number of students:	Domestic: approx. 20 EFTS (equivalent full-time students), with around 400 secondary students on short courses in 2019. Ethnicity: Māori 26 per cent; New Zealand European/Pakeha 37 per cent; Pasifika 23 per cent; Other 7 per cent; Asian 5 per cent; MELAA ¹ 3 per cent
Number of staff:	One full-time equivalent
TEO profile:	See: Aotea Community Trust Inc
Last EER outcome:	At the previous EER, NZQA was Confident in both the educational performance and capability in self-assessment of Aotea Community Trust.
Scope of evaluation:	<ul style="list-style-type: none">• Training Scheme – Survival Skills• Rafting
MoE number:	9446
NZQA reference:	C37068
Date of EER visit:	20 November 2019

¹ Middle Eastern, Latin American and African

Summary of Results

Kāpiti Skills Centre is providing valued training within a supportive and safe environment. The tutor is highly experienced. However, organisational systems and documents need to be reviewed to ensure currency and relevance and to sustain quality.

Confident in educational performance

- A high number of students are gaining credits towards NCEA using outdoor-based learning activities. Data is regularly monitored, although better analysis would help identify areas for improvement.
- Staff use appropriate guidance and mentoring to ensure students are well supported in their learning to develop confidence and life skills. The secondary schools that use Kāpiti Skills Centre value this approach as the support provided enables students to challenge themselves and develop their confidence and life skills.

Not Yet Confident in capability in self-assessment

- Feedback from secondary schools is used to improve how courses are delivered and support students to succeed.
- The director also operates a commercial company called Captivate Adventures, which has met all safety audit and workplace requirements. While Kāpiti Skills Centre is not required by NZQA to be audited, it has met the ITO (Skills Active Industry Training Organisation) accreditation requirements and applies the same safety management system and processes as Captivate Adventures, confirming its operations are to industry standards.
- Health and safety compliance is currently being managed. However, Kāpiti Skills Centre is still establishing an appropriate governance structure, which was a recommendation at the previous EER. In addition, strategic documents and the quality management system are not current and do not reflect current operations.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Achievement of the majority of the unit standards is high, with more than 90 per cent of students achieving in the previous three years. The data used to monitor where students are completing the theory and practical components shows that the majority complete the practical but fewer students complete the theory. Kāpiti Skills Centre has identified that the reasons for non-completions relate to the relevance of the training for international students, or whether the students still required credits towards NCEA at the end of the year.</p> <p>Data breakdown for each unit standards, by ethnicity shows similar completion rates for each group, but slightly less for Pasifika. Any issues with low achievement is addressed at the time.</p>
Conclusion:	High student completions are monitored to ensure that overall completion trends are maintained. However, an analysis using a breakdown of data over time would help to identify issues and indicate areas for improvement.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The training enables students who may be disengaged from school or who are not performing well academically to achieve NCEA credits. Many students come back to do higher-level courses in subsequent years.</p> <p>The high school teachers spoken to and comments from teacher</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	<p>course appraisals show that the practical activities contribute to student motivation, well-being and confidence.</p> <p>The outcomes align to Kāpiti Skills Centre's strategic purpose to provide an alternative education programme to allow students to enjoy success.</p> <p>Engagement with secondary schools is used to monitor success, and the number of secondary schools engaging Kāpiti Skills Centre to deliver outdoor activities is increasing. Developing questions that capture feedback from secondary school teachers or heads of department about the benefits to students and the school, would improve how the organisation identifies strengths and areas for improvement.</p>
Conclusion:	Feedback and repeat business show that outcomes are valued by secondary school teachers and students.

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>The training scheme is core to many schools' need for adventure activities for students who are more practically inclined. Activities are designed to cater to each group's needs and weather conditions. The highly positive feedback received at the end of courses, using teachers' written appraisals, confirms that the courses meet secondary school needs.</p> <p>The teacher course appraisals, as well as external audit reports, are used to review whether the activities are engaging or to identify improvements, such as to equipment. This shows a reflective nature in ensuring that the training continues to meet the needs of stakeholders. Because of the duration and nature of the training, students' feedback is not gathered formally. The workbooks allow for feedback, but this is not completed by the students when they return to their classroom. Teachers are responsible for the classroom learning and ensuring students complete the theory workbook prior to attending activities.</p> <p>The assessments are externally moderated by Skills Active. Kāpiti Skills Centre has met external moderation requirements. Internal moderation is not carried out because there is only one</p>

	<p>assessor and, as noted later in this report, policies need to be updated. However, the tutor maintains assessor currency through attendance at Skills Active moderation meetings and engaging with the postal moderation process. These activities help ensure assessments are valid.</p> <p>The training scheme was recently reviewed using feedback from stakeholders and students' results. However, this did not include a full review of the overall structure and assessment tasks to ensure alignment to the relevant unit standards and that any web links to supporting information are up to date.</p>
Conclusion:	The programme design and delivery meet the needs of teachers and students for relevant information and effective teaching activities with robust assessments. A full review of the training scheme is required to ensure the training remains fit for purpose.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The students are supported to achieve with clear instruction and guidance from the tutor. Courses are open, and appropriate support is identified prior to the course. The secondary school teachers on each course are responsible for the pastoral care and discipline of students while on overnight stays.</p> <p>Kāpiti Skills Centre is still working on ways to gather student feedback that is both reliable and suitable to the outdoor setting. However, feedback is provided by teachers following the course and shows high satisfaction with the professional nature of the training. Feedback also states that the tutor encourages the students to challenge themselves within a very safe and supportive environment. The organisation has not received any complaints or had any significant incidents.</p>
Conclusion:	Support is tailored to meet specific student needs, and ongoing positive feedback confirms that students are well supported within a safely managed environment.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The organisation, which operates as a charitable trust, has a clear purpose and direction: the provision of outdoor activities for students in secondary schools. Staff have appropriate experience and skills and are qualified to assess.</p> <p>In the three years since the new director has been operating, the volume of training has been steadily growing from when NZQA placed conditions on accreditation with the previous owners. The conditions related to pre-moderation of all assessments prior to use, which the PTE has now met. A review of the governance structure has yet to be completed, and the quality management system has not been updated to reflect the organisation's size and current practices, including internal moderation. In addition, while memorandums of understanding are in place with secondary schools, these need to be reviewed to ensure the information is current and responsibilities are updated.</p>
Conclusion:	Kāpiti Skills Centre has effective processes for managing its operations. However, the governance structure and supporting documents (part of the organisation's quality management system) need to be updated.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Kāpiti Skills Centre regularly checks for updates to health and safety and NZQA requirements. A new accountant will ensure that the organisation is meeting all NZQA financial responsibilities. Kāpiti Skills Centre has a memorandum of understanding with each secondary school that it assesses unit standards for, which states that schools will report credits for the training scheme unit standards.</p> <p>In addition, the safety management plan and standard operating procedures applied by Kāpiti Skills Centre are taken from the</p>

	<p>other company operated by the director, Captivate Adventures. This company is audited by Outdoor Mark and Maritime New Zealand (for rafting activities).³ The audits check that staff are well qualified and experienced to operate activities, and that all safety plans and standard operating procedures are appropriate, providing assurance that Kāpiti Skills Centre is operating to industry standards.</p> <p>The quality management system has not kept up to date with changes in the organisation.</p>
<p>Conclusion:</p>	<p>Overall, health and safety requirements are well managed. However, the quality management system needs to be updated to meet NZQA registration requirements.</p>

³ PTEs delivering outdoor activities are not required to be audited but are covered by the ITO accreditation approval requirements.

Focus Areas

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

2.1 Focus area: Survival Skills - Training Scheme

Performance:	Good
Self-assessment:	Good

2.2 Focus area: Rafting (Level 2)

Performance:	Good
Self-assessment:	Good

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 Aotea Community Trust Incorporated trading as Kāpiti Skills Centre:

- Review the company structure – is it a charitable trust, business or charity model, i.e. without a board.
- Review the governance structure, i.e. focus on seeking input from specialists as and when required.
- Review the quality management system to ensure policies and procedures reflect current practice.
- Revise memorandums of understanding to include schools' responsibilities to reflect current practice for police vetting and ensuring evidence verifiers (secondary school teachers) have the required subject knowledge.
- Review the teaching plan to ensure information links are up to date and provide sufficient guidance to perform the evidence verifier role.

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 fraud⁴*
- *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.*

⁴ 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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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 2016. 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/>.

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