External Evaluation and Review Report

Aotea Community Trust Incorporated trading as Kapiti Skills Centre

Date of report: 3 October 2022

About Aotea Community Trust Incorporated trading as Kapiti Skills Centre

The Aotea Community Trust (hereafter Kapiti Skills Centre (KSC)) is a charitable trust and private training establishment, providing practical experiences and assessment within outdoor education to secondary school groups.

Type of organisation:	Private training establishment (PTE)
Location:	286 Rosetta Road, Raumati Beach, Kapiti
Code of Practice signatory:	No
Number of students:	Domestic[1]: 12.48 equivalent full-time students (345 individual students with some enrolling more than once per year); Māori students 28 per cent, Pasifika students 20 per cent
	International: nil
Number of staff:	One full-time staff member
TEO profile:	The profile for the Kapiti Skills Centre is at this [provider link](#) on NZQA website.
Last EER outcome:	The outcome of the EER undertaken on 20 November 2019 was Confident for educational performance and Not Yet Confident for capability in self-assessment.
Scope of evaluation:	Survival Skills Training Scheme (unit standard 430) (ID: 123400); Rope and Rock Climbing unit standard delivery (Levels 1-3) (unit standards 444, 470, 20150, 20157, 20210)
MoE number:	9446
NZQA reference:	C47310
Dates of EER visit:	28 and 29 June 2022

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[1] 2021 figures

Summary of results

High achievement and a long history of delivering the same training provides strong, proven value to students and secondary schools. Formalising feedback and recording activity would provide evidence for and strengthen current anecdotal self-assessment.

Confident in educational performance

Confident in capability in self-assessment

- KSC shows a high rate of achievement across all training delivery. Some lower rates in unit standard achievement had not been addressed to support review and Māori and Pasifika parity of achievement.

- The value of outcomes to the main stakeholders is clearly understood, with wellbeing enhanced through the fostering of transferable life skills alongside the gaining of unit standard credits. Capturing all feedback received from and given to all stakeholders (including industry) would support and inform self-assessment.

- A long history of training delivery provides a flexible, holistic, inclusive environment that recognises and meets individuals' emerging needs and goals, therefore supporting success.

- External moderation informs the validity and reliability of assessment practice. Commencing internal moderation would assure the assessor of the consistency of decisions and judgements.

- The purpose and long-held direction of the organisation is clear. Future plans for training delivery will be developed this year in response to industry changes. Documentation of decisions made and actions taken would support strategic decisions.

- Staff professional development enabling recertification occurs regularly.

- Compliance with industry requirements is managed through completing checklists, while educational compliance accountabilities are managed through receiving reminders. Developing a mechanism that

allows all accountabilities to be managed and monitored would strengthen this process.

Key evaluation question findings[2]

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Most students who enrol complete the practical training and unit standard assessments. An average of 99.4 per cent of the students achieve, with Māori and Pasifika students also achieving at a similar or higher rate overall.[3]
	KSC is able to disaggregate achievement data into unit standard and priority groups. Such disaggregation shows some differences in unit standard completion rates. Evidence of analysis and the use of gained understanding for these differences in programme review would strengthen overall self-assessment of achievement.
	KSC knows the reasons why a few students do not achieve. The main reason given was that students are unable to finish their training because of a lack of attendance on the second and/or third day of training. These students are offered alternative times (with other secondary schools) to return and complete their training. Tracking and capturing information around non-completions – such as whether students undertake further training to complete – would further support the informal understandings with actual evidence.
	Achievement is not restricted to successful unit standard completion. Students also gain transferable life and school skills and capabilities such as team building and communication. Stakeholders attest to these being as valuable to the students as the credits.
Conclusion:	A high number of students achieve credits alongside valuable transferable life skills. Documenting the analysis of data and use of understandings in reviews would support the informal knowledge already held.

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

[3] See Appendix 1.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	All students enrolled at KSC are secondary school students. These students' schools have booked outdoor education programmes with KSC to enable students to either complete physical education subjects or gain credits and improve their wellbeing. Teachers anecdotally attest that the increased self-confidence, greater class rapport and an ability to collaborate were noticeable, highly valuable and contributed to a re-engagement with schooling, often leading to retention and higher-level study. Feedback on the outdoor learning experience is gained through regular on-site discussions with the students. These are not captured and are mainly used to inform student progress and preparation for assessment. Formal feedback questionnaires are sent to the relevant teaching staff post-training. Coupled with face-to-face or phone conversations with the teachers, these provide feedback for programme review and the value of the training. Regular interaction occurs with other organisations, associations and individuals within the industry. The value of outcomes to these stakeholders is not captured or understood. Formalising and capturing various sources of feedback regarding the valued outcomes would provide evidence for self-assessment.
Conclusion:	Limited documented feedback provides some understanding of the value of outcomes to stakeholders. Developing a means to formally capture anecdotal information gained from students and from interactions within the industry will provide evidence supporting the self-assessment currently occurring.

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:	**Marginal**
Findings and supporting evidence:	KSC has delivered outdoor education programmes for many years and uses this experience as it continues to deliver solely in this area. Annual scheduling with schools enables small programme reviews that ensure the unit standards delivered meet the needs of the school and the students. Repeat use of KSC's services by many schools attest to the success of this approach. KSC checks the validity of unit standard versions it uses annually. To date, KSC has not moved to adopt new versions of unit standards to reflect the new credit amounts and unit standard title changes, as previous versions remain current. KSC plans to move to the new versions for delivery in 2023. All courses run at KSC are purely practical exercises and assessments.[4] Students and teachers attest to the learning environment being flexible, inclusive and holistic, which supports success and accommodates emerging needs. Students meet with the tutor after each iteration of an activity to discuss, either individually or as a group, the strengths and gaps seen. This provides useful feedback on student progress, allows for problem-solving opportunities, and informs the tutor how ready students are for assessment. The essence of these feedback sessions is not captured for appeal or self-assessment purposes. Development of a method of capture would strengthen these processes as well as meet a recommendation from the relevant Workforce Development Council. Checking that assessment decisions are fair, valid and consistent has not been completed internally. All current assessment material has been successfully pre-moderated by the transitional industry training organisation (TITO), and annual external moderation has provided a mainly positive insight into

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[4] Theoretical elements and any preliminary practical aspects are completed by trained teachers within the school environment, with guidance material sent on booking of the training.

	assessment practice. Establishing a practice of regular internal moderation would provide validation of assessor decisions and enable the organisation to gain further information for review and self-assessment purposes.
Conclusion:	Annual programme scheduling allows for delivery and programme review that meets the needs of stakeholders. Capture of assessment feedback would strengthen review and assessment processes, with internal moderation validating assessor decisions before external overview. A holistic and inclusive learning environment supports success and promotes repeat business.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Schools book the training that meets the learning pathways for their students. KSC provides the schools with documentation that enables them to prepare the students to undertake the practical training and assessment. In turn, the schools inform KSC of the specific needs present in the student group, how to support these during the practical sessions, and provide support for those requiring it.
	When students arrive at KSC they are introduced to environmental, health and safety considerations, and their individual goals are set. Progress and goals are then regularly discussed with reference to the observation checklists used by the evidence gatherers.[5] Individual and group goals are reset as required. These regular checks provide an inclusive environment that supports individual differences and minimises learning barriers. However, these sessions are also in effect feedback sessions which are not captured. Capture of the feedback provided would evidence common themes arising and support self-assessment around programme and support reviews.
	Students who attend training with KSC come in class groups to training that is school-specific. Students work alongside other

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[5] Teachers from the booked schools and contractors with Captivate Adventures act as evidence gatherers or verifiers throughout the practical coaching. These are used throughout the progress discussions and assessment.

	members of their class to complete activities and meet common group goals. Teachers attest to the greater rapport created within the class which persists when students return to the school environment.
Conclusion:	KSC creates a training environment that supports and protects each student through understanding each individual's differences and minimising barriers accordingly. Capturing the feedback given throughout the training would support the programme and review.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	The charitable purpose to 'provide youth a different pathway to education and training' is embodied within the organisation's activity. The current model of operation for the organisation has been in place for a number of years, with policies and procedures that reflect past and current operations. The organisation wishes to retain access to all policies in case of future growth, and attests to updating policies annually. Currently, the governance structure has reduced to two persons despite continued efforts to attract additional board members. As the two board members see each other daily, informal updates and discussions are held as necessary. The evaluators also recognise that actions responding to the previous EER's recommendations, though not documented, are discussed. A means to formally capture this governance and management activity and any decisions made would assist the organisation in its plans to update programmes and assess the future viability of the training. Documentation will enable the strategic decisions made to be referred back to, and activity monitored against them for review purposes. KSC ensures up-to-date and safe physical resources through a memorandum of understanding with Captivate Adventures Limited. As KSC only has one employee[6], Captivate personnel

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[6] The one employee fulfils the management, marketing, teaching/assessing and administration roles within the PTE. The employee is also one of the two board directors for

	and secondary school teachers can also be used to gather evidence in line with the checklists provided by KSC. This ensures that the student-staff ratio remains small and within health and safety guidelines. A list is kept of the people regularly used and their qualifications.[7] KSC also undertakes regular professional development with Captivate staff to ensure certifiable skills are maintained and allow for subject matter expertise to be shared.

There is currently a great deal of change occurring in the outdoor recreation field, with unit standards expiring by the end of 2023 and new versions already available. To date, KSC has not moved to adopt the new versions, but has plans to do so over the remainder of 2022 for delivery in 2023. This extra work highlights to the evaluators the tight schedule already faced by the sole employee of KSC.

The limited and often anecdotal self-assessment activity – coupled with a sole staff member responsible for the delivery and assessment aspects of the organisation's operations – raises concern about the sustainability of the business. Consideration of administrative or teaching assistance, while cognisant of the organisation being a charitable trust, would ensure future programme reviews, systematic evidence gathering and assessment are supported. |
| Conclusion: | The historical purpose and direction remains embedded throughout the operation of KSC. As KSC moves to align delivery and assessment to changes in the industry, formalised capture of regular strategic meetings and the consideration of gaining assistance for administrative and/or teaching purposes could support the planned changes. |

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the organisation. Activity undertaken by the organisation reflects this sole person's operation capability.

[7] This document needed to be requested by the transitional industry training organisation.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	KSC manages its compliance requirements to outdoor and adventure associations through a recertification skills checklist that monitors skills activities and professional development undertaken with other organisations.
	Compliance with health and safety requirements is managed through the agreement held with Captivate Adventures who undertake regular audits to retain their qualmarks with WorkSafe.
	A memorandum of understanding (MoU) with Captivate, as with the one held with each secondary school, is reviewed annually and adjustments are made to ensure all compliance accountabilities are met. As agreed in the MoU with each school, unit standard credits are reported by the relevant school. KSC provides the needed achievement information promptly after completion of a programme to ensure each school meets its compliance accountabilities.
	Police vetting of the Captivate and KSC staff who interact with the students is completed on employment.
	Compliance accountabilities to NZQA and the relevant Workforce Development Council are managed by responding to external reminders. A long history in the tertiary sector also informs KSC's management of what is expected and required. However, NZQA was not notified that KSC was no longer delivering a number of unit standards they had consent to assess. A system of monitoring and managing preparedness toward meeting compliance expectations, as is done for industry, would strengthen this organisation's responsiveness to its accountabilities.
	As KSC's student body is solely secondary school students supported by teaching staff, there is no expectation for KSC to adhere to the requirements of the interim domestic Code of Practice and the incoming domestic clauses of the combined Code.

Conclusion:	KSC manages its compliance accountabilities to both industry and education organisations. Policies and practices are legal and ethical.

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: Rope and Rock Climbing training delivery (Levels 1-3) (includes unit standards 444, 470, 473, 20150, 29157, 20120)

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:

- Analyse unit standard achievement data to support current overall achievement understandings and inform training delivery review. Tracking non-achievement-related information would provide further historical reference information for future self-assessment.

- Create a process to formally capture all feedback received and given, to enable evidenced analysis towards understandings about valued outcomes, training delivery review and overall self-assessment. Further support and information could be leveraged through capturing interactions with industry stakeholders.

- Commence internal moderation processes to validate and moderate the consistency of assessor decisions.

- Commence regular, formal, documented governance meetings to prepare strategically for, monitor and support continued operation and self-assessment.

- Consideration of administrative and/or assessment assistance to reduce the workload could support future planning, growth and activity.

- Use a systematic management and monitoring mechanism for educational compliance accountabilities.

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 1

Table 1. Achievement rates

Unit standard	Data group	2020	2021
All	All	836/843 (99%)	587/588 (99.8%)
	Māori	100%	99%
	Pasifika	96%	100%
430 (FA 1)	All	43/43 (100%)	44/44 (100%)
	Māori	100%	100%
	Pasifika	100%	100%
444 (FA 2)	All	95/95 (100%)	46/46 (100%)
	Māori	100%	100%
	Pasifika	100%	100%
470	All	101/101 (100%)	132/132 (100%)
	Māori	100%	100%
	Pasifika	100%	100%
473	All	109/109 (100%)	131/131 (100%)
	Māori	100%	100%
	Pasifika	100%	100%
20150	All	49/54 (91%) (4 = Covid delay)	31/32 (97%)
	Māori	80%	90%
	Pasifika	78%	100%
20152	All	30/30 (100%)	15/15 (100%)
	Māori	100%	100%
	Pasifika	100%	100%
20157	All	99/99 (100%)	50/50 (100%)
	Māori	100%	100%
	Pasifika	100%	100%
20120	All	32/32 (100%)	15/15 (100%)
	Māori	100%	100%
	Pasifika	100%	100%

Appendix 2

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[8]*

- *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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[8] 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 TITOs 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). 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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