External Evaluation and Review Report

Valley Education and Training Enterprises Limited

Date of report: 8 October 2019

About Valley Education and Training Enterprises Limited (VET)

VET provides second-chance education to learners who have been previously underserved in the Thames area. Most learners have experienced limited success in formal education prior to enrolment at VET.

Type of organisation:	Private training establishment (PTE)
Location:	50 Kopu Road, Thames
Code of Practice signatory:	No, and there are no international learners
Number of students:	Domestic: 59 (equivalent full-time students = 26.6)
	In 2019: 50 per cent of learners identify as Māori; 2 per cent of learners identify as Pasifika[1]
Number of staff:	Eight full-time equivalents
TEO profile:	See: Valley Education and Training Enterprises Ltd on the NZQA website
Last EER outcome:	Highly Confident in educational performance, Confident in capability in self-assessment
Scope of evaluation:	Youth Guarantee provision and Student Achievement Component (SAC) provision
MoE number:	9981
NZQA reference:	C34925
Dates of EER visit:	16 and 17 July 2019

---

[1] Given this low percentage, no further statistical analysis of Pasifika outcomes is provided within this report.

.

Final report

Summary of Results

Despite issues with attendance and completion, VET is meeting many of the important needs of learners and most other stakeholders. The PTE's educational processes contribute to valued outcomes within their community. VET is generally effective in reviewing the majority of its provision to guide and improve educational quality.

	VET provides an inclusive learning environment where learners feel welcome and supported to advance themselves. Learners feel they are actively involved and supported to achieve.
Confident in educational performance	VET struggles to maintain the attendance of many learners. As a result, programmes have low completion and qualification rates. However, for learners who maintain their attendance, outcomes are often positive.
	Students and graduates value the learning opportunities provided by VET. The PTE meets their needs by helping them into employment and, for some, completing NCEA Level 2.
Confident in capability in self-assessment	Community organisations and employers in the Thames area value the PTE for its caring and professional work with youth who have become disengaged from education.
	VET performs well in programme design and delivery which is matched to the needs of stakeholders, including learners. The PTE has good assessment and moderation practices.
	VET has effective management and governance in all areas of educational performance. A stronger focus on staff development, stakeholder engagement and communication would help the organisation to improve its educational offer.
	The organisation has effective systems to manage its accountability responsibilities.

Key evaluation question findings[2]

1.1 How well do students achieve?

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	VET is focused largely on delivering Youth Guarantee programmes and lower-level SAC programmes to re-engage youth with education. However, VET struggles to maintain the attendance of many learners, and therefore to achieve formal qualifications for the majority of learners.
	Since the last EER in 2015, VET has changed its mix of provision in a number of areas. Programmes discontinued include business administration and computer skills, horticulture and welding. VET's self-assessment information and comments at the EER visit indicate that many of the changes were in response to low enrolments and/or low retention and success. Despite this, current programmes continue to have low completion and qualification rates. In 2018 these were:
	• 52 per cent programme completion
	• 35 per cent qualification completion.
	Other low achievement was also recorded in 2016 and 2017, as detailed in Appendix 1.
	Notwithstanding, evidence presented for this EER indicates that for learners who maintain their attendance, outcomes at VET are generally positive. VET's self-assessment analysis shows that in 2018, 40 per cent of learners gained some type of employment following their programme of study. This is positive, because ensuring learners are work-ready and gaining employment are key goals for VET.
Conclusion:	Overall educational achievement results show inconsistency of outcomes and variability in performance. There is a gap in

---

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

.

Final report

| | ensuring the ongoing attendance and engagement of learners which is affecting overall outcome results.

Self-reflective activity has identified attendance as a key issue, and there is some evidence of managerial and tutor work to remedy this.

Self-reflective activity provides for detailed performance tracking of programmes, although this is yet to be fully embedded and used throughout the organisation to improve educational outcomes. |
| --- | --- |

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	VET's primary stakeholders are:

- learners and graduates

- community entities

- employers of graduates.

Learners and graduates said they valued the learning opportunities presented by VET, and felt that it met their needs in facilitating new vocational career pathways and, for some, completing NCEA Level 2. This is consistent with self-assessment information gathered by VET through learner surveys.

Community entities said VET was valued in the wider Thames area, as VET worked well – in a caring and professional manner – with youth who had previously been disengaged from education. They also noted that VET was one of few providers to cater for these learners (if not the only provider), and had been consistent over a long period (two decades) in offering second-chance learning opportunities. VET staff said they had tried, but had not yet been successful in developing more highly engaged relationships with iwi and Māori-focused organisations. |

	Employers said that VET learners came with sufficient work-readiness in matters such as reliability and basic industry knowledge. This met their expectations.
	There is limited evidence that stakeholders have been directly involved in ongoing developing and customisation of current programmes.[3] However, some stakeholders said they had observed teaching and learning at VET and were satisfied with how it was delivered from their industry perspective.
Conclusion:	VET is generally strong in meeting the needs of stakeholders. There is scope to develop more formal means for stakeholders to have input into programme development; and scope for self-assessment activity to canvass stakeholder views in more systemic and regular ways.
	It will also be important for VET to work more closely with Māori social service providers to address barriers to learning for this student cohort.

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:	*Programme design*
	Evidence of coherent and complete programme design was presented for this EER (programme structure and regulation material). Programmes are designed to minimise barriers to learning and increase learner interest and engagement. Theory components typically proceed to practicums; health and safety materials are appropriately incorporated at the outset of programmes.
	Core programme materials are comprehensive and generally sourced from third-party experts such as industry training organisations or curricula specialists.

---

[3] NZQA accepts stakeholder input occurs in initial programme development.

.

Final report

	Programme delivery
	Tutors at VET are experienced and knowledgeable in their subject and industry areas. VET learners said they valued this and the positive rapport tutors brought to the learning environment. Tutor-to-learner ratios typically do not exceed 1:15.
	Tutors said they used a wide variety of teaching methods (role-plays, one-to-one, peer support, group exercises, etc) to facilitate learning. Monthly reports reflecting on the progress of the learners are prepared and shared with other staff.
	Three-way student placement agreements guide learning in workplace settings. This EER found these are not always sufficiently explained to the third parties involved. Self-reflection and monitoring in this area requires strengthening.
	Individual learning plans are in place. However, there was minimal evidence of the effectiveness of this approach; learners' diaries were considered to be a better tool for tracking the progress of learners and their self-reflection on educational gains made.
	Three tutors have gained the National Certificate in Adult Literacy and Numeracy Education (Level 5), and three hold an adult teaching qualification. There is scope for VET to ensure a greater proportion of its tutoring workforce seek formal teaching qualifications to improve their pedagogical knowledge and to support their in-class observations of learners and teaching approaches. For example, learners in the retail area are generally only exposed to one work experience rather than a range of learning opportunities. While this may be designed to build consistency and reliability, staff were not clear about identifying learning strategies in this area to ensure learners experience a variety of contexts in which to apply their newly acquired knowledge and skills.
	VET also has rolling enrolments, whereby learners join classes that have already commenced. The PTE was not able to show how it had planned to deal with this, such as ways to manage multi-levels within a single cohort.

	Assessment and moderation[4] VET generally uses assessment materials prepared by third parties. Three formal internal moderation meetings are held annually, and VET advised that it also works with two other organisations to complete internal moderation tasks. VET participates in external moderation activities with four industry training organisations and NZQA. There are no issues of concern arising from these processes at this time.
Conclusion:	VET's performance in programme design and delivery is generally strong and matched to the needs of stakeholders, including learners. Internal moderation meetings add value to teaching practice by improving staff knowledge of assessment. There are few gaps, but VET needs to ensure that staff undertake professional educational development to better understand best practice and to maintain currency. Further work is also required to strengthen the processes for work placements.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	VET provides an inclusive learning environment whereby all learners feel welcome and supported to advance themselves. Learner surveys and comments received for this EER show learners feel they are actively involved and supported to achieve. Learners consider that the tutors are approachable, teaching and physical resources are suitable, and the organisational culture is positive. Learners are also generally aware of programme components and their learning progress to date, although individual learning plans are not guiding achievement (see 1.3). VET also engages a senior staff member with a social work background to provide life and career guidance and support to

---

[4] For this EER, samples of completed, assessed and moderated student work were sighted.

.

Final report

	learners. This is useful given the social challenges of some of the learners.
	VET provides a pick-up and drop-off service for youth. From time to time a social agency support service (such as violence prevention) is provided on site, and a weekly shared lunch is provided for all learners.
	The majority of learners are Māori, and staff are making some efforts to improve their responsiveness to better fit with the needs of Māori learners. Notwithstanding, VET's self-assessment in this area is underdeveloped and does not identify internal areas for strengthening. Accordingly, there is scope to increase self-reflective practice, to ensure all tutoring staff have high competencies in working with Māori youth.
Conclusion:	There is good evidence that VET has effective processes to support the learners, with few gaps. Further consideration on how to best to meet the needs of Māori would strengthen reflective activity.

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

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	*Planning and leadership*
	VET has a flat management structure, and staff said they felt confident in sharing important educational information with the executive director. Annual meetings discuss long-term educational and organisational goals. However, the achievement of these was unclear as they did not form a clear part of self-assessment.
	Understanding of educational performance
	It was unclear the degree to which educational performance data, and staff reports on learning outcomes, are discussed to create educational improvements. That is, while some discussion of educational performance was occurring across the organisation, this EER did not find sufficient aggregation and assessment of classroom-based data to guide the organisation

.

Final report

	in improving its educational offer. New data systems are being developed, but these have yet to be fully implemented and drawn upon by tutoring staff to support improved organisational achievement. *Quality management systems* VET's quality management system is kept up to date and used to guide operational matters. Policies and procedures sampled for this EER were robust and fit for purpose. *Organisational culture and staff support* Staff said they feel valued and supported at VET. They consider they have access to training in required areas, and are developing their professional competencies. Teaching observations have occurred for tutors, although how the results are presented formally (either in interviews or via a performance appraisal) was not clear. The self-assessment document also does not outline ways to develop and support staff.
Conclusion:	VET has generally effective management and governance systems in areas relevant to educational performance. There are few weaknesses, although a stronger focus on staff development would help the organisation to improve its educational offer. This includes more robust ways for tutors and other staff to consider individual and group educational performance, and using the results to guide strategic planning. Management meetings should focus consistently on the question of how well learners are achieving, and reflect thought and progress on that matter to a greater degree than at present.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Overall, VET has effective systems to manage its accountability responsibilities. This includes health and safety policies and procedures, a student complaint system, and a student records management system. There is some evidence that the wider quality management system is used to guide the development and application of these policies and procedures.
	The executive director attests that there are no legal or ethical matters arising. The EER has found evidence of knowledge of NZQA and wider education sector requirements.
	Conformity with NZQA rules has been demonstrated in areas considered; for example, via an active quality management system, use of formal change processes when needed, and maintenance of relevant approvals and accreditations for the mix of provision.
Conclusion:	VET is effectively managing important compliance and accountability matters. There are no issues of major concern at this time.

Focus Areas

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

2.1   Focus area: Vocational Pathway Streams

Performance:	**Good**
Self-assessment:	**Good**

2.2   Focus area: Vehicles, Machinery and Infrastructure (Level 3)

Performance:	**Good**
Self-assessment:	**Good**

2.3   Focus area: Introduction to Retail and Customer Service (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 Valley Education and Training Enterprises Limited:

- Strengthen self-reflective activity relating to attendance and achievement, to improve participation and outcomes. (Early exit information could be drawn on in the first instance.)

- Consider whether there is scope for stakeholders to have more formal input into programme development; and scope for self-assessment activity to canvass stakeholder views in more systemic and regular ways.

- Develop ways to work more closely with Māori social service providers to address barriers to learning.

- Ensure staff undertake professional educational development to better understand teaching best practice and to maintain currency.

- Further consider how to best meet the needs of Māori learners to strengthen reflective activity.

- Develop more robust ways for tutors and other staff to consider individual and group educational performance, and use the results to guide service planning.

- Ensure work placements are formalised with all participating employers.

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.

.
Final report

Appendix 1

VET – summary performance data[5]

	2016		2017		2018	
Enrolments	**Totals**	**%**	**Totals**	**%**	**Totals**	**%**
Total	39		99		174	
Males	20	51%	43	43%	97	56%
Females	19	49%	56	57%	77	44%
Māori	17	44%	60	61%	74	43%
Pasifika	0	0%	2	2%	8	5%
Other	22	56%	37	37%	71	40%
Under 25	39	100%	67	68%	101	56%
Overall						
Attendance		30%		55%		59%
Programme completion		53%		47%		52%
Qualification completion		26%		46%		35%
Progression		18%		9%		8%
Māori						
Programme completion		61%		43%		47%
Qualification completion		29%		40%		32%
Progression		29%		10%		6%
Pasifika						
Programme completion		0%		43%		78%
Qualification completion		0%		50%		50%
Progression		0%		0%		22%
Other						
Programme completion		48%		55%		54%
Qualification completion		23%		49%		46%
Progression		9%		8%		9%
Employment and further study						
Employed		no data		55%		40%
Further study		no data		0%		18%
Total				55%		58%

---

[5] Data provided by VETEL.

.

Final report

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[6]*

- *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.*

---

[6] 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.

.

Final report

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/.

.

Final report

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz

.
Final report