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# External Evaluation and Review Report

New Zealand Equine Education Trust

Date of report: 22 November 2022

# About New Zealand Equine Education Trust

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*New Zealand Equine Education Trust is a registered Charitable Trust which delivers workplace equestrian programmes on behalf of the Primary Industry Training Organisation.*

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Type of organisation:	Private training establishment (PTE)
Location:	131 Hannon Road, RD 1, Cambridge
Code of Practice signatory:	Yes
Number of students:	Domestic: 99 full-time students; 11 Māori students
Number of staff:	All staff are currently employed by the membership organisations they represent: New Zealand Thoroughbred Racing, Harness Racing New Zealand, New Zealand Thoroughbred Breeders Association and New Zealand Standardbred Breeders Association.
TEO profile:	<a href="#">New Zealand Equine Education Trust</a>  New Zealand Equine Education Trust (NZEET) holds and maintains consent to assess unit standards to enable the Primary Industry Organisation (PITO) to award formal qualifications for the industry codes <sup>1</sup> and membership organisations listed above. NZEET has memorandums of understanding between each membership organisation and Primary Industry Organisation for the delivery of training. PITO hold the programme approval for both focus areas. NZEET are contracted by the PITO to deliver and assess the units contained in the programme <sup>2</sup> and report them using NZEET's provider code for the Primary ITO's trainees.

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<sup>1</sup> 'Industry codes' refers to the racing and specialist equine industries that NZEET serves, i.e. harness racing or thoroughbred breeding.

<sup>2</sup> The use of the word 'programme' throughout this report refers to the approved and accredited programmes held by the Primary Industry Organisation.

NZEET holds responsibility for the assessment and moderation practice under the contract with the PITO and must hold consent to assess all unit standards associated within those programmes.

Last EER outcome:	At the previous EER, conducted on 13 and 14 December 2017, NZQA was Confident in NZEET's educational performance and Confident in the PTE's capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• Training that relates to the awarding of New Zealand Certificate in Equine Breeding (Stud Groom) (Level 3) [Ref:2370]; New Zealand Certificate in Equine Breeding (Senior Stud Groom) (Level 4); and New Zealand Apprenticeship Scheme in Equine Breeding (Level 4) [Ref:2371]</li><li>• Training that relates to the awarding of New Zealand Certificate in Introductory Equine Industry Skills (Level 2) [Ref:2375]</li></ul>
MoE number:	8497
NZQA reference:	C45169
Dates of virtual EER visit:	21-23 September 2022 online

# Summary of results

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*NZEET delivers industry-relevant training which serves the needs of each of the membership organisations it represents. Trainees gain valuable knowledge and skills to support training pathways and the use of their skills in the workplace. Reporting and use of data needs strengthening to provide focus on areas of strengths or weakness and enable effective analysis.*

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## **Confident in educational performance**

- Governance has strong capability in leading educational performance and is well connected to industry. The Board has strengthened its educational leadership knowledge and experience.
- NZEET is responsive to and is clearly meeting the needs of membership organisations. Stakeholder input into training design and delivery is evident. Feedback from stakeholders is consistently positive that assessments and delivery of programmes are fit for purpose. Tracking and reporting of graduate outcomes is mostly anecdotal and requires formalising.

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

- Trainee achievement is generally strong. There is parity in performance for Māori and Pasifika trainees. Trainees' knowledge and skills are broadened to support the application of skills in the workplace. There have been some high numbers of withdrawals from the programmes, which has contributed to the EER ratings.
- Trainee progression and completion is well tracked at an individual level. There are some contributing factors that affect trainee performance, and NZEET has clear support systems in place to assist with these factors. More input and reflection is needed on the types of support required, and the effectiveness of the systems used needs strengthening.
- There is a regular system of reporting trainee achievement. The quality and usefulness of the data presented needs considering. NZEET needs to use data well to inform, guide change and drive improvements.

# Key evaluation question findings<sup>3</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Trainees gain valuable skills and knowledge that support and extend their workplace learning. In the Breeders<sup>4</sup> programmes, trainees gain code-specific skills that ensure a broad understanding of theory and the ability to apply skills effectively. The level 2 trainees acquire foundation skills that can be used across a range of equine codes, while fulfilling NZTR<sup>5</sup> and NZHR<sup>6</sup> licensing requirements.</p> <p>Māori and Pasifika achievement has been on par with overall results. Although their enrolment numbers are generally low, there are strategies in place to improve Māori and Pasifika participation further. Defining the programmes in which these priority groups (including any disabled trainees) enrol and their achievement rates will improve reporting, ensure the support required, and improve the outcomes for priority learners.</p> <p>Numbers of withdrawals are also comparable across all ethnicities. The relatively high numbers of withdrawals represented in the two focus areas raises questions regarding the effectiveness of support, and this has affected the ratings on this key evaluation question.</p> <p>Trainee achievement is tracked at an individual level; each trainee receives a training plan and learning goals that are regularly revised and extended by training advisors. Tracking progression is well managed and reported on regularly across the organisation, although the reasons for withdrawal are not currently tracked or analysed. Credit achievement is improving</p>

<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>4</sup> New Zealand Certificate in Equine Breeding (Levels 3 and 4) (Stud Groom and Senior Stud Groom), and New Zealand Apprentice Scheme in Equine Breeding (Level 4)

<sup>5</sup> New Zealand Thoroughbred Racing

<sup>6</sup> New Zealand Harness Racing

	<p>and over-durations<sup>7</sup> are decreasing after training advisors have been able to conduct face-to-face visits following the end of the Covid-19 lockdowns.</p> <p>Reporting trainee achievement is routine, and all staff are informed of the results. NZEET is currently using the Primary Industry Training Organisation method of reporting as their primary data source, and Board members receive regular reports. Meaningful reporting and analysis of this data needs improvement, with a more focused appraisal of performance and withdrawals at programme and cohort levels.</p>
Conclusion:	<p>Trainees generally do well in their workplace-based programmes. Purposeful data analysis for data-informed decision-making requires some work to guide change and improve provision.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Trainees gain a qualification while working, with the theory supporting the practical nature of the job. Pathways are extended by programmes delivering a wider scope of industry relatable knowledge, for example pasture management and improving the health and welfare of the person and animal. This pathway extends from school age Gateway programmes up to the level 4 programmes.</p> <p>Successful graduates gain a qualification that is internationally recognised by the sector, and there are opportunities for international scholarships.</p> <p>NZEET has worked closely with industry to meet sector requirements in programme design and delivery. Stakeholders contacted by the EER team attested to the specificity and appropriateness of the assessments that support the successful acquisition of knowledge.</p>

<sup>7</sup> The 10-credit rule applies here – an underachievement offset. The Tertiary Education Commission (the funder) requires 80 per cent of trainees in a calendar year who have been training for four months or more to achieve 10 credits. This is used to identify at-risk trainees and put in place support strategies.

	<p>The unique structure of NZEET means that the stakeholder voice is a strong feature of the organisation. Employers, standard-setting bodies (SSBs) and member organisations are clearly represented and responded to. In 2020, the NZEET Board requested a self-review to question whether the structure remained relevant and fit for purpose. This provided an opportunity for the codes to work together as per the New Zealand Racing Act. The resulting survey and meetings established sector confidence in NZEET's capability to meet desired stakeholder outcomes.</p> <p>NZEET has recently started to gather and report on pathway information by individual and programme. Previously, the information was mostly anecdotal as the sector is highly connected and the paths of graduates are closely followed by the codes. Continuing to formalise and track graduate outcomes will inform the Board of any trends worth noting.</p>
Conclusion:	<p>Graduates are fully and successfully involved in the industry and there are clear pathways for their learning. Formalising the ongoing contact of stakeholders and reporting on graduate outcomes and stakeholder feedback will strengthen self-assessment practice.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Programmes are structured well and aligned with concurrent study and employment to ensure the highly practical elements of the programmes relate well to industry standards. Frequent interaction with industry ensures programmes remain current and relevant.</p> <p>The learning activities and assessments are well aligned to the learning outcomes and engage the trainees effectively. Curriculum design and programme delivery ensures that trainees are given access to a wide range of skills on-job, therefore building their knowledge and competency. It also offers trainees the chance to meet each others off-job, to discuss and share their experiences.</p>

	<p>Staff are well qualified, all holding adult teaching qualifications. They are actively encouraged to, and participate in further education professional development, for example supporting learners with dyslexia.</p> <p>Training advisors and riding masters are used to triangulate evidence and verify assessment decisions. Training agreements and goal sheets are revisited after each quarterly workplace visit. Subsequent reporting and discussions include the SSB representative, therefore sharing knowledge and information on trainee performance. Subject matter experts are brought in and there are visits to other training and breeding operations, giving trainees the opportunity to compare good practice. The respective codes are all highly supportive and offer mentors and well-respected industry speakers.</p> <p>There is a sound system of internal and external moderation of assessments that is well reported, and the information is shared among staff. Training and assessment resources are centralised, and there is a clear system to manage compliance with version control that is supported by the Primary Industry Training Organisation. External moderation results have been consistently positive since the last EER.</p> <p>Students and staff give monthly feedback on assessments, and this information is reported back to the PTE's executive. There was good evidence that both student and staff feedback is responded to, with small amendments to programme delivery being constant.</p>
<p>Conclusion:</p>	<p>NZEET is delivering programmes which are highly relevant to industry and develop trainee knowledge. Programmes are regularly reviewed by all staff. Systems of reporting are thorough and regular and there is strong evidence that they lead to improvements in design and delivery.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>NZEET has sound support systems including using staff who are sector experts and are relatable to the trainees: riding masters, training advisors and a racing chaplain. These people work together to keep the trainees engaged. They attend staff educational meetings and are therefore well informed of trainee progress or any shortcomings in credits attained. They work with the SSB to visit the workplace along with a training plan and learning goals to discuss with the trainee. Their sector knowledge and assessor training are used to triangulate the evidence from practical assessments. Support staff involvement begins at pre-enrolment (career days), on enrolment, and at orientation. Their experience and knowledge are respected by employers, and this has improved employer confidence in the programme delivery and value of the qualification.</p> <p>Trainees who are under-performing – or failing to achieve 10 credits within their funded training programmes in that calendar year – are tracked and suitable support systems are put in place. This may include mentoring or involving external support agencies where necessary. This information is reported across the organisation including to the Board. Gathering evidence to show where interventions have led to improved outcomes, as well as where there is less success, would improve reporting and contribute to supporting improved outcomes.</p> <p>Currently, PITO is responsible for gathering literacy and numeracy information on individuals. However, this process is variable in uptake. NZEET staff and trainees would benefit from having this information and also some professional development in assisting second language learners to integrate into New Zealand life. The racing chaplain has good feedback from staff and trainees and is active and reports across all codes. This service could be formalised, and better calibration of pastoral care interventions would provide more in-depth information around capabilities, variations in workplaces and any extra programme suggestions.</p> <p>There have been some higher-than-expected withdrawals across the two focus areas in recent years (acknowledging the negative impact of Covid-19 on systems of support). Programme withdrawals are tracked and the reasons for failure to complete</p>

	<p>are noted. This information has only recently been reported at programme level to the Board. The PTE needs to get better information about its effectiveness in supporting trainees to complete their qualifications.</p> <p>Learner feedback is captured in surveys, and these results are aggregated to look for trends. There is some triangulation with staff feedback on aspects of programmes; in general, the feedback is consistently positive</p>
Conclusion:	NZEET has systems and staff in place to support trainees in their study and work life. Reporting on interventions and the support offered needs some strengthening, with the aim to better understand which interventions are most effective and lead to better outcomes for trainees.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Governance guides and aids in the educational achievement of the trainees. The Board has been significantly strengthened since the last EER, the experienced chair has been retained, and other members hold sound educational leadership experience and represent all the codes. The Board has been proactive in strategising and evaluating the performance of NZEET and how fit for purpose and relevant the PTE is to all the codes and options for different training models. Stakeholder discussions and input into these discussions is well evidenced by the addition of the level 2 programme. The investment by the respective codes in staffing NZEET means that there is a vested interest in seeing good outcomes and strong educational performance by all trainees.</p> <p>There is good evidence that the Board is fully involved in operations and the delivery of training and receives sector and management reports prior to meetings. More specific and focused information would enable better analysis and responses to performance data by programme, area and cohort.</p> <p>The previous EER's recommendations were mainly about improving teaching and assessment practice, and these areas have been generally well managed. Some worthwhile improvements were noted by the EER team, particularly around</p>

	<p>the internal moderation practice that includes all training staff representing the codes. Programme reporting is regular and of good quality, with discussions on individual performance and support strategies and evaluation of feedback. The current leadership team has been operational for one year to fill the gap of the departing member, and is well placed to give advice and hand over to a new chief executive.</p> <p>There is good support for staff, with annual appraisals and opportunities for professional development. Further capability building will assist staff in areas of teaching support, for example supporting learners with specific needs.</p>
Conclusion:	NZEET has a clear vision and purpose and has been responsive to stakeholders. Reporting of learner achievement could be further improved by some disaggregation of data to enable meaningful analysis.

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>There are sound processes and outcomes to indicate that management of compliance is well governed.</p> <p>The Board holds responsibility for compliance, meeting three times annually, and reviews organisational policies and outcomes. As NZEET acts as the umbrella organisation for member organisations delivering the training, the PTE must act within the parameters of the contracts between the member organisations and the SSBs. To ensure their requirements are being well met, memorandums of understanding are reviewed annually.</p> <p>Programme delivery ensures NZQA accreditation, assessment and programme approval conditions are met. as well as implementing programmes that respond to industry consultation and rules. There are clear timeframes for key compliance documents to be registered. Compliance management is assisted by monthly timelines, for example: assessment matrix by code completed monthly, reporting of unit standard credits to SSB each month, filing public trust attestations, inputting</p>

	<p>training agreements and trainee results, and delivering a financial audit as a charitable trust.</p> <p>The SSB representative contacted by the EER team was positive regarding NZEET's clear messaging, strong administrative skills and compliance with requirements, such as submitting assessment results in a timely manner.</p> <p>Staff are effective at achieving the above deliverables, and are well informed of regulatory changes from each member organisation. The PTE also assesses its performance against the Code of Practice, and intends to initiate a disability action plan.</p>
<p>Conclusion:</p>	<p>Key compliance accountabilities are well managed. There are clear contributing systems to support compliance management, and staff are highly capable at delivering actions as required.</p>

# Focus areas

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

## 2.1 Focus area: Training that relates to the awarding of New Zealand Certificate in Equine Breeding (Stud Groom) (Level 3) [Ref:2370]; New Zealand Certificate in Equine Breeding (Senior Stud Groom) (Level 4); and New Zealand Apprenticeship Scheme in Equine Breeding (Level 4) [Ref:2371]

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	Programme design and delivery ensure strong outcomes for graduates including opportunities for international employment and training. Withdrawals are mostly related to students leaving the workforce; however, there is still a need for careful monitoring and intervention to support students in their learning.

## 2.2 Focus area: Training that relates to the awarding of New Zealand Certificate in Introductory Equine Industry Skills (Level 2) [Ref:2375]

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	There is good evidence that NZEET tracks individual students' progress and is proactive in helping students achieve their outcomes. The programme is fit for purpose and there is strong stakeholder support and involvement in design and delivery. More programme-specific reporting that shows how well individuals and cohorts are progressing and where areas of support are needed will strengthen self-assessment.

# 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 New Zealand Equine Education Trust:

- Consider reviewing which data is measured and reported on. Use this data to evaluate where there may be a need for intervention or change. Disaggregated data should show clearly where cohorts are doing well or need further support.
- Consider evaluating the effectiveness of the current support structures. Reporting on where support is needed and how effective the outcomes are will inform and guide future decisions.
- Formalising ongoing contact with stakeholders and reporting on graduate outcomes and stakeholder feedback will strengthen self-assessment practice.

# Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

# Appendix

## Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

### Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- Identify organisational fraud<sup>8</sup>
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.

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<sup>8</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 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](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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