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Report of External Evaluation and Review

New Zealand Equine Education Trust

Confident in educational performance

Confident in capability in self-assessment

Date of report: 21 March 2018

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	New Zealand Equine Education Trust (NZEET)
Type:	Private training Establishment (PTE)
First registered:	1997
Location:	131 Hannon Road, RD 1, Cambridge
Delivery sites:	As above
	Temporary sites include:
	<ul style="list-style-type: none">• Harness Racing New Zealand, 131 Lincoln Road, Christchurch• Ascot Park Raceway, Racecourse Rd, Invercargill• Counties Racecourse, Manukau Rd, Pukekohe• Riccarton Racecourse, Racecourse Rd, Riccarton• Awapuni Racecourse, Racecourse Rd, Awapuni• Wingatui Racecourse, Gladstone Rd, Mosgiel
Courses currently delivered:	Certificate in Equine Breeding (Level 4)
Code of Practice signatory:	Signatory since 2003 (no international enrolments)
Number of students:	Domestic: 246 (5 per cent Māori)

	International: nil
Number of staff:	0.2 full-time equivalent executive officer. All other staff are employed by the respective codes: Harness Racing New Zealand or Thoroughbred Racing New Zealand
Scope of active accreditation:	The PTE has consent to assess a range of domains and standards. Accreditation details can be found at the following link: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=849723001
Distinctive characteristics:	<p>NZEET delivers programmes on behalf of Primary Industry Training Organisation (Primary ITO). Tutors and training advisors are employed by the membership organisations: Harness Racing New Zealand and/or Thoroughbred Racing New Zealand. Memorandums of understanding exist directly between each membership organisation and Primary ITO for the delivery of programmes.</p> <p>In September 2017, a new contract for services was signed between the membership organisations and Primary ITO. The contract moved roles and responsibilities away from sole delivery of the theory component of the programmes, to overall management of the programmes with inclusion of monitoring the on-job performance of trainees. NZEET is the umbrella organisation that acts on behalf of the industry, monitoring and overseeing learning outcomes, to report to back to Primary ITO. Therefore, NZEET acts as the conduit between the membership organisations and the ITO.</p> <p>Each programme has a rolling intake, and is between two and four years in duration. The provider is driven by the needs of industry which provides funding and personnel to operate and manage the PTE. All jockeys and harness drivers are required by the industry to be in training and complete the qualifications to obtain senior licensing in the relevant code.</p>
Recent significant changes:	There have been some recent and significant

changes occurring in the organisation at delivery, operational and governance levels. These include the recruitment of the new chairman and new education team members such as the riding masters, education manager, tutor and training advisor. There have also been changes in the sector which indirectly affect the delivery, but will directly impact trainees and graduates. These changes include the resignation of Greyhound Racing New Zealand from the NZEET board on 12 August 2015 and later re-joining the board on 11 September 2017 (with the intention of re-engaging with training delivery). A representative from the New Zealand Racing Board – appointed under the Racing Act 2003 to regulate and improve New Zealand racing – joined the NZEET Board on 10 August 2017.

Previous quality assurance history: The previous external evaluation and review (EER) in 2014 resulted in an outcome of Confident in educational performance and Confident in capability in self-assessment.

2. Scope of external evaluation and review

The following were initially selected as focus areas for the EER:

- Level 3 delivery for Primary ITO – all level 3 programmes that Primary ITO has accreditation by NZQA to deliver, that NZEET is delivering.
- Level 4 delivery for Primary ITO – all level 4 programmes that Primary ITO has accreditation by NZQA to deliver, that NZEET is delivering.

The rationale for the selection of the focus areas is that they each represent delivery of harness and thoroughbred programmes across a range of temporary sites. However, during the on-site visit the focus areas were combined, as discussed and agreed with the provider. This better reflects the programme and member organisation structure and delivery.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external->

evaluation-and-review/policy-and-guidelines-eer/introduction. 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.

A scoping meeting was held by phone in November 2017, where required documentation and potential focus areas were discussed. The EER was conducted over two days in Cambridge. The evaluation team consisted of two evaluators.

The evaluators held face-to-face meetings with trustees (five including the Chair), the executive officer, Primary ITO representatives (two), team leader and education training manager (two), and training advisors/tutors (four). Phone conversations were held with current trainees, past trainees and stakeholders.

Prior to the on-site visit, the evaluation team reviewed various documentation, including a self-assessment report, moderation and observation samples, samples of moderation reports, service agreement with ITO, and progression data. The team also reviewed further documentation on site including attestations, moderation documents, observation documents, tutor, sector, programme and board reports.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud¹*
- *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.*

¹ 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.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Confident** in the educational performance and **Confident** in the capability in self-assessment of **New Zealand Equine Education Trust**.

The reasons for the statements of confidence are:

- Achievement has consistently exceeded the internal key performance indicator in each programme, and maintained an average of 72 per cent for the completion of the theory components of the programmes. Achievement by the small proportion of Māori learners also exceeds the average achievement of non-Māori learners.
- Trainees become licensed and gain employment locally, nationally and internationally, where there is a demand for a trained equine workforce. Trainees also upgrade their licences from junior driver and apprentice jockey to senior licences following successful training.
- Staff are supported by opportunities for internal and external professional development, and are suitably qualified and experienced in the industry. Senior and master riders and trainers also have opportunities to develop their own skills base through the teaching and mentoring of trainees.
- Formative peer review, observation, tutor reports and communication are the methods used to understand teaching activities. However, there is currently no planned or systemic oversight, monitoring or feedback to tutors on teaching quality to inform the overall effectiveness of the teaching.
- Varied learning methods are used involving theory and practice to support trainees to embed their learning. On-job training is monitored by the regionally located training advisors, ensuring the collection of valid evidence to verify the competency of the trainees' practice, such as work diaries, co-signed and checked trial booklets, and follow-ups with employers. Improved and planned oversight and guidance for assessors, and monitoring of assessment will help ensure the quality of teaching and learning.
- Resources are appropriate and planned to be effective for learning and to match industry expectations. Learning materials are suitably amended to ensure current and relevant knowledge and skills are used, with feedback from previous moderation.
- Industry skills required and used by the workforce are reflected in the additional voluntary workshops initiated, on topics not already covered in the curriculum. These have improved the trainees' confidence and understanding of expectations.

- The immediate needs of trainees in the classroom and on apprenticeships are addressed. NZEET provides one-on-one support for trainees, and mentoring by industry experts in the field. There is varied practice by tutors and training advisors to assist their understanding of the trainees' needs, such as analysis of work diaries and conversations between training advisors and tutors regarding trainees. However, apart from all trainees undertaking an ALNAT² test at the beginning of training and ongoing discussions between training advisors, tutors and trainees throughout their training, there is no further planned approaches that are consistently applied to identify trainee learning and academic needs prior to commencement or throughout the delivery of the programme. The ALNAT process is applied and continues to be managed by the ITO.
- Staff have a good understanding of the sector and trainees within it, and are acutely aware of the common issues within the industry that affect the workforce. As a result, external agencies are appropriately engaged to assist with the pastoral needs of trainees.
- There is a clear vision, supported by a skilled board, with meaningful engagements, effective recruitment and responsiveness to change. NZEET operates in a way that is fit for purpose for the industry and the people that it attracts for training and employment.
- NZEET is innovative in the initiatives it takes to continue attracting youth to the industry, including working with schools and across the country, with activities based around incentives for performance and the growth of skills.
- NZEET has strong relationships and engages meaningfully with key industry partners and stakeholders, which informs the PTE's purpose and direction. As a contributor to the Equine and Racing Industry Partnership Group, NZEET regularly participates in all industry conversations, thereby influencing the delivery of training by way of changes in expectations for the training. The PTE also provides information to the industry about the achievement of certificates and progress on qualification development.
- NZEET works as the administrative agent within the parameters of the contracts between the membership organisations and Primary ITO. However, NZEET also proactively undertakes to understand and communicate any changes or developments around relevant education and compliance matters and responsibilities to staff, including membership organisations.

² Adult literacy and numeracy assessment tool

Findings³

1.1 How well do students achieve?

The rating for performance in relation to this key evaluation question is **Good**.

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

Trainees gain qualifications and knowledge that contribute to the equine industry at a national and international level. While recorded trainee progression rates for the PTE only include the theory component of the delivery, achievement has consistently exceeded the internal key performance indicator of 62 per cent in each programme (harness, jockeys, stable hands and breeders). Overall across all programmes, from 2014 to September 2017, NZEET has maintained an average of 72 per cent for the completion of the theory components of the programmes. While enrolment of Māori is low, their average achievement rate of 82 per cent well exceeds the overall average. Non-achievement of the theory component is due to trainees moving to another career or advancing their career overseas. Non-completion of the theory component is also understood to be due to a change in industry code resulting from specific requirements of the industry such as the weight of trainees for certain occupations like jockeys.

NZEET has processes and systems to track and monitor the progress of trainees. The PTE tracks and monitors individual progress including the completion of units and the development of theory and practical learning. Regular communication with trainees monitors progress against the theory, practical and personal goals set by the trainees. Similarly, Primary ITO notifies trainees of the modules and units and credits achieved and those remaining for completion of the qualification. As such, trainees have multiple sources to inform them of their achievement and capability, for both theory and practice. On-job progress is closely monitored and reported on through riding records, work diaries and apprentice progress reports, and informs the board about cohort regional information and performance.

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

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

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Trainees are employed locally and across New Zealand. As a result of the competency-based training, New Zealand trainees are in demand overseas and are employed internationally as jockeys, trainers and stable staff. Employment is largely dependent on the licence attained by the trainee, which is a requirement for people to be employed in the industry. Over a three-year period from 2015-2017, 20 junior drivers upgraded their driving status to open or graduated horsemen or horsewomen. Most harness graduates and trainees go to Australia, while thoroughbred graduates and trainees are wanted and employed by other international racing bodies. Approximately 50 apprentices over the last 10 years have gone off shore for work. Additionally, since August 2015, seven trainers/drivers under 31 years of age were cleared to use their New Zealand licences in Australia. Therefore, the skills and knowledge are transferable to overseas.

NZEET proactively attracts youth to the industry, as well as upskilling individuals and contributing to developing a qualified workforce. NZEET is innovative in the initiatives taken to attract and train people for the industry, such as working with pony clubs to familiarise youth with pace and rhythm; providing a licensing rebate to trainees under 30 years to allow them to acquire safety equipment at the completion of their licences; and a children's programme to allow them to learn skills and participate in driving including regional and national competitions. These have led to some new enrolments and completion of licences.

Table 1. Apprentice pathways between 2014 and 2016 (119 apprentices enrolled)

Pathway	No.	%
Currently licensed (Class A, B, B Misc, D, E – in senior jockey, stable hand riding, senior and jumps jockey, apprentice rider, riding, apprentice and jumps rider)	86	72%
Working in the industry not yet licensed	12	10%
Renewing or applying for licence	3	3%
Relinquished licence	5	4%
Left industry	2	2%
To employment	2	2%
Left New Zealand	8	6%
Other	1	1%

Most trainees are second-chance learners or enter with a low level of academic achievement. Their reintegration into education brings strong employment possibilities and

an understanding of compliance requirements in the industry. Trainees exit with qualifications they have not been expected to achieve. To enable trainees to complete the qualification, they must first achieve their relevant licence. Between 2014 and 2016, 119 apprentices were enrolled, of whom 72 per cent are licensed in New Zealand as senior or apprentice jockeys. Others are apprentices and not currently licensed. Approximately 15 per cent are not working in the industry in New Zealand due to relinquished licences, moving to/returning from overseas, or leaving the industry.

NZEET contributes to the growth of a qualified workforce in the equine industry, including equal opportunities for women and Māori. The equal opportunities for women trainees in the sector are reflected in the equal representation by gender in the training. There is a steady uptake in equine training by Māori at around 5 per cent of enrolments. The current equine workforce gains further professional development through their engagement with the membership organisations and NZEET, as trainers, tutors and supervisors of trainees, enabling them to teach and share knowledge and experience in an education setting. Stakeholders attest to the high value that the training has in the industry, including growing relevant skills, experience and knowledge to put New Zealand on the world stage of racing.

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

The rating for performance in relation to this key evaluation question is **Good**.

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

Learning activities, assessment tasks and environments are purposefully structured and aligned with learning outcomes. Concurrent study and employment validates the practical application of learning. The recent addition of on-job assessment to the contractual arrangement with Primary ITO appropriately enables tutors to understand both the practical and theoretical competencies of the trainees. Feedback from industry through the independent industry risk monitoring and enforcement body also monitors trainee performance against industry expectations. These are effectively matched with relevant written and verbal evidence from staff and trainees to inform learner progress toward learning outcomes. Feedback from internal and external moderation has resulted in appropriate improvements to assessments and the informal development support provided to assessors such as the rewording of assessment questions, or best practice on providing feedback to trainees.

Trainees typically have low literacy and numeracy. Literacy and numeracy is tested on entry, with most trainees sitting around level 4 on the literacy and numeracy scale, and harness trainees sitting at level 3.5. For this reason, communication and instruction is predominantly verbal and 'hands on' to match the industry; and the literacy and numeracy test is not repeated. Issues with literacy are also identified in the written work submitted by trainees. Most tutors and training advisors have completed the National Certificate in Adult

Literacy and Numeracy Education (Level 5), or work in pairs with the trainees as needed. NZEET is also supported by the ITO in this area.

Learning activities and resources are effective in engaging trainees. A mix of on-job and off-job learning includes practical and classroom-based theory learning; presentations and workshops by experienced riders and people in the industry; role-plays; and supervised apprenticeships. NZEET is experienced in the industry and therefore understands industry needs and expectations for the programmes. All tutors are supported by industry experts to link theory to on-job practice. All tutors are appropriately qualified and have internal and external opportunities for professional development. Examples of external training include inspirational speakers, food and nutrition and chiropractic lectures.

Resources are suitable and meet the learning needs of trainees, with planning for the development and purchase of appropriate training material which is current and meets industry expectations, such as riding simulators. In collaboration with key industry partners, NZEET reviews and develops learning material such as assessment information and teaching workshops. With the increased focus on health and safety, first aid has been embedded into training. Similarly, extra voluntary workshops are held, for example to teach media interview techniques to meet the increased number of racing broadcasting outlets and the likelihood of riders being interviewed. Other workshops include staff and animal wellbeing, such as the animal breeding programme.

There is minimal oversight by key education stakeholders to inform the quality of assessment and assessors. There is currently also no assigned role within NZEET or the membership organisations to monitor the development of teaching staff in response to feedback, such as through post-assessment moderation. Current methods used that give feedback on individual teaching practice, and inform the learning progress of trainees, include:

- Formative peer review and observation undertaken by management, the board, industry and the Primary ITO and Primary ITO education coordinator
- Analysis of monthly tutor reports that collate training progress, evaluations and reviews for programmes, including feedback from trainees
- Regular discussions (scheduled and unplanned) with tutors.

However, the usefulness of feedback to tutors and training advisors is not always apparent to assist and develop teaching practice and effectiveness, and minimal narratives and comments were noted in all formative peer reviews sighted. However, NZEET is also proactive in seeking advice and guidance on teaching and assessment. Informal monitoring of training advisors is undertaken with regular communication and outlining of expectations for their role. Improved and planned oversight and guidance for assessors, and monitoring of assessment will ensure the quality of teaching and learning for staff and trainees. Management has highlighted the need for a more formalised oversight of the education team and is currently planning how this will best be achieved.

Monthly tutor conference calls and a shared repository of programme and trainee information enables all tutors to discuss challenges and what is working well, and to share information and learning. Due to the low uptake of annual surveys, these have not been valuable in determining the effectiveness of teaching.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

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

The PTE appropriately recognises and considers trainee needs in the delivery of training. Trainee goals are identified and monitored and discussed quarterly with training advisors, accommodating changes in goals as the trainee progresses through the training. Trainee needs are reflected in the flexibility of class times to accommodate the typically long employment hours of a trainee. Similarly, one-on-one support is provided for individuals needing catch-up classes, and industry-relevant workshops are delivered to convey needed knowledge and information that will add value and skills for the trainees when on-job, such as communication and media interview skills, nutrition and veterinary horse health. However, there is not a planned approach which is consistently applied to identify trainee learning and academic needs prior to commencement or throughout the delivery of the programme. There is varied practice by tutors and training advisors to assist their understanding of the trainees' needs, such as analysis of work diaries, and conversations between training advisors and tutors regarding trainees.

Teaching and support staff respond to the immediate needs of trainees in the classroom and in employment. Classroom teaching occurs either fortnightly or monthly depending on the programme. However, as mentioned, catch-up classes, one-on-one training sessions and on-job mentoring are provided. Specific skills such as clear communication – required for the likes of judicial hearings and media interviews – are strengthened with practical exercises, visual recordings and reviews of role-plays, and self-evaluation.

NZEET engages the expertise of external agencies to assist with the pastoral needs of trainees. These include services for alcohol and drug addictions, mental health, and counselling services to support reoccurring issues in the industry. These services are reinforced with follow-ups by tutors who have an acute awareness of the typical behaviours when these and other issues occur. Tutor awareness and understanding of trainees has resulted in changes to the programme to ensure a more engaged class. Other support services that have been initiated for trainees include on and off-job mentoring by highly experienced industry experts, transport to classes (to ensure safety), and a complaints process guide that is within industry expectations. While the complaints process is available visually, there is no evidence of a complaints register and how any grievances have or are being addressed.

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

The rating for performance in relation to this key evaluation question is **Good**.

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

The board has a clear vision for NZEET. While teaching staff are employed by the membership organisations, there is a good understanding of the relationship and responsibilities between NZEET and the corresponding membership organisations, and communication pathways for staff are clear. This is reflected in the changes to the recent contractual arrangements with Primary ITO, where NZEET responded with staff training and new recruitments, ensuring suitable capacity and capability to meet the growth in responsibility.

On the board, there is strong representation of the industry codes⁴, and strong industry knowledge with a mix of managerial, governance, financial and teaching experience. Recent recruitment strengthens international and benchmarking knowledge, and a focus on performance and achievement offers the objectivity and independent oversight essential for understanding data and risks. Relevant independent voices are invited to give advice where needed. Board capability consists of the knowledge and understanding of what affects performance and progression, and has led to suitable changes such as the addition of extra and voluntary learning sessions in areas like media interviews, to meet the expectations of graduates when working in the industry. The board is reflective of their value and contribution to the industry, and is forward thinking in terms of future planning and growth.

NZEET has strong relationships and engages meaningfully with key industry partners and stakeholders, which inform their purpose and direction. As a contributor to the Equine and Racing Industry Partnership Group, NZEET regularly participates in all industry conversations, thereby influencing delivery by way of changes in expectations for the training; and guiding developments in the industry by providing information about the achievement of certificates and progress on qualification development. These conversations have resulted in an industry more informed about the direction of its growth. Benchmarking against international academies is enabled through the experience and expertise on the board. Anecdotally, NZEET is a world leader in training and the development of a formal curriculum with professional competencies, placing New Zealand 'in the top 10 of 52 member countries' in the International Federation of Horse Racing Academies.

Performance is monitored, collated and regularly reported through sector reports to the board. Through a matrix that tracks, monitors and addresses trainee progression where needed, regional performance is presented quarterly to the board, which is discussed and

⁴ New Zealand Racing Board, Harness Racing New Zealand, Thoroughbred Racing New Zealand, New Zealand Thoroughbred Breeders' Association

informs industry conversations and developments. The board is kept abreast of developments through quarterly sector reports on matters such as qualification development, regional training, and professional development. Through programme reports, the board is informed of programme progress, including occupancy numbers in each programme – showing a reasonably static number of trainees between 2014 and 2017. The board is also informed of trainee progress in each programme – indicating some improvement across all programmes from the same time in previous years.

The organisation supports a collegial working space, where staff support each other. This is reflected in the shared roles and opportunities for staff to collaborate. Similarly, the organisation has high trust in the staff to undertake the tasks and fulfil the multiple roles required for teaching, learning and supporting the trainees in both the on-job and classroom environment. Roles are defined in job descriptions to provide clarity of responsibilities for staff. As the only employed role in NZEET, the executive officer has multiple roles supporting teaching staff, the board and Primary ITO, and offers leadership in the form of communication, reporting and mentoring. This role is supported by the board with professional development, regular appraisal and regular meetings.

The collaborative arrangements between the membership organisations and Primary ITO are supported with regular monthly meetings and administrative and literacy support. Roles and responsibilities are clearly stated within the contract, and monitored and managed effectively by NZEET. However, there are some processes that are not clear:

- Communication of who trainees are enrolled with, and the organisation awarding the qualification
- Monitoring and observation of the teaching quality of tutors
- Validity and robustness of assessment resources and judgements.

NZEET is innovative and resourceful in the methods used to grow the industry, such as out-reach programmes to youth in pony clubs, school programmes and training of SPCA staff. This has raised interest and understanding of the industry and the training delivered. NZEET is informing and developing the curriculum for the sector, and is one of the critical components in the development of the new New Zealand qualifications to replace the current qualifications expiring in December 2018.

1.6 How effectively are important compliance accountabilities managed?

The rating for performance in relation to this key evaluation question is **Good**.

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

NZEET has systems in place to regularly monitor its important compliance responsibilities, including responsibilities to key industry organisations, ACC and NZQA. Additionally, an annual review of the contracts between the membership organisations and Primary ITO is

undertaken, and recently resulted in the revised contract to manage training rather than just delivery.

Compliance monitoring is a designated responsibility within the board, and board capability is growing in this area. A compliance monthly calendar schedules regional meetings and activities such as reporting credits, notifying all staff of tasks to be completed.

NZEET works as the administrative agent within the parameters of the contracts between the membership organisations and Primary ITO. NZEET proactively undertakes to understand and communicate any changes or developments around relevant education and compliance matters to their staff, including the membership organisations.

Focus Areas

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

2.1 Focus area: Level 3 and level 4 delivery for Primary ITO

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

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

Recommendations

NZQA recommends that New Zealand Equine Education Trust:

1. Guide teaching and learning with regular constructive feedback to the education team on teaching and assessment practice.
2. Employ planned systemic oversight and leadership for the education team, to continually understand the quality and development of teaching, learning and assessment practice.
3. Develop clear communication to potential and current trainees and stakeholders about programme details and expectations.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 and/or 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 External Evaluation and Review (EER) Rules 2013.

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).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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