



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report

EmployNZ Limited trading as
EmployNZ

Date of report: 18 July 2019

About EmployNZ Limited

EmployNZ has a range of NZQA-approved and Tertiary Education Commission (TEC) funded programmes from level 1 foundation and pre-employment programmes through to level 7 diplomas.

Type of organisation:	Private training establishment (PTE)
Location:	94 Second Avenue, Tauranga (head office); 1130 Pukaki Street, Rotorua
Code of Practice signatory:	Yes (approved November 2017)
Number of students:	Domestic: 148 – 139 equivalent full-time students (EFTS); 2018 – New Zealand European 44 per cent, Māori 40 per cent, Pasifika 9 per cent International: 14 (eight EFTS) (Indian)
Number of staff:	39 full-time equivalents
TEO profile:	See: NZQA – EmployNZ Ltd In 2018 EmployNZ gained approval to deliver a range of programmes at level 3 and above for domestic students. This includes approval in mid-2018 for programmes owned by Avonmore Tertiary Institute previously delivered under arrangement by EmployNZ using its sites and tutors. At the end of 2018, EmployNZ also enrolled level 5 and 6 international students from another PTE which is no longer permitted to enrol international students.
Last EER outcome:	Highly Confident in both educational performance and in capability in self-assessment (2015)
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Diploma in Systems Administration (Level 6)• New Zealand Diploma in Business (Management and Leadership) (Level 6)• Hospitality programmes NCEA Vocational Pathway (Level 2) and New Zealand Certificate in Hospitality (Level 2) (Youth Guarantee and SAC)• International Students: Support and Wellbeing

MoE number: 7391
NZQA reference: C34021
Dates of EER visit: 10-12 April 2019

Summary of Results

EmployNZ has comprehensive self-assessment activities contributing to improved performance over time. This is due to strong processes in place to understand stakeholders' needs and provide the appropriate support to meet those needs.

Highly Confident in educational performance

- Overall, achievement is trending upwards with preliminary educational performance indicator (EPI) data above the sector median for 2018. Understanding of achievement is strong, with management identifying areas requiring further work to lift achievement across some programme areas.
- Graduate destination data is recorded for all programmes and is showing good outcomes, particularly for information technology (IT) diploma graduates. Employers' and students' testimonials are also supporting value for hospitality graduates, although analysis of this is still in the early stages.

Highly Confident in capability in self-assessment

- Programme design and development is a strength, with comprehensive documentation and processes for staff. Programmes are tailored to students' and employers' needs.
- Stakeholders' needs are well considered, and the relationship with the community and local employers is very strong.
- International students are well supported by wide-ranging activities to cater to individual needs, enabling students to achieve.
- EmployNZ has clear direction and leadership which recently completed a restructure and review of programmes to meet future needs and enable innovation.
- Self-assessment is comprehensive across all programmes, with reporting lines and staff capability across the organisation. This helps staff to understand data to identify the impact of improvements on student achievement.
- Monitoring of compliance accountabilities is clear, with all areas of responsibility well managed by the organisation's management and governance teams.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Most students are achieving qualifications. Preliminary domestic student educational performance data for 2018 shows qualification completion results are 65 per cent – 13 percentage points higher than in 2017. This means that EmployNZ is likely to be above the national sector average for 2018.</p> <p>Increased attendance monitoring has brought about an increase in level 1 and 2 course completions and qualification completion (see Appendix 1). This is helping to identify barriers to completion and has also led to increased NCEA achievement (see Appendix 1). Reasons for withdrawals are also monitored to identify ways to support future learners to achieve.</p> <p>Māori and Pasifika student achievement data shows that there is an overall 5 percentage point difference with other learner groups, although this has improved since 2016 as a result of better monitoring and support. The aim is to achieve parity across all learner groups; some areas show this is achievable, particularly for Māori and Pasifika Youth Guarantee students. Achievement for these students is higher than overall: the course completion rate for Māori and Pasifika Youth Guarantee students combined is 44 per cent compared with 37 per cent overall, which translates to higher qualification achievement.</p> <p>IT qualification achievement is consistently high for this small group of students, confirming that the quality of teaching has been maintained with the transition of programme responsibility to EmployNZ in mid-2018. The business programme manager closely monitors international students' assessment submissions to identify potential barriers. The data for the business diploma, which mostly enrolls international students, shows that international and domestic student progress is similar. There is no qualification completion data as yet due to the early stages of the programme delivery.</p>

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Conclusion:	Widespread understanding of students' progress at all levels and across all programmes is contributing to increased performance.
-------------	--

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>IT diploma graduate destinations have been recorded for the purposes of consistency reviews and show programmes provide relevant pathways to employment or further study. The organisation's data shows that these graduates are gaining relevant, valued outcomes. Employer and tutor feedback says the graduates have good technical knowledge and the right attitude to employment developed during the programme.</p> <p>Testimonials from hospitality and lower-level programmes' graduates confirm that the skills are leading to employment. Many of the students who have progressed to a higher-level programme value the opportunity to gain their NCEA levels to enable them to study at higher levels or to gain employment.</p> <p>There have not been any business diploma graduates since EmployNZ enrolled students from a previous PTE into the programme at the end of 2018. However, students interviewed reported that they were applying skills in their workplaces and there is evidence that the programme is assisting with career pathways.</p> <p>The organisation needs to formally analyse employer feedback and continue to gather hospitality graduate destinations alongside individual testimonials to confirm their value.</p>
Conclusion:	International students are yet to graduate, but appear to be on track to achieve desired outcomes. Other longstanding programmes are consistently producing outcomes that are meeting the needs of employers and students.

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

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Programmes are well planned and resourced. Tutors have relevant teaching qualifications and are supported in their roles through professional development opportunities.</p> <p>Programme timetables meet students' needs. For example, hospitality students engage in practical activities alongside classroom-based learning. Students also gain hospitality experience helping local businesses and community groups. The programme is structured to enable students to develop their confidence while learning skills. A formal employer verification process would help provide evidence to assess real-world skills.</p> <p>Students benefit from co-teaching, enabling the tutors to use their individual hospitality experiences to develop students' knowledge and skills. The tutors regularly moderate each other's assessments, and this is contributing to good external moderation results, confirming the quality of assessment.</p> <p>The IT programme is well organised, and students benefit from the tutors' knowledge and the learning activities aligned to industry requirements. Students are assessed using applied practical activities, and feedback helps develop their understanding.</p> <p>EmployNZ is approved to deliver a business diploma developed by the New Zealand Curriculum Design Institute. The tutor has adapted the curriculum, with programme owner permission, and developed teaching plans with relevant teaching materials and reading lists to meet the students' needs. The business programme owner conducts external peer moderation, and a recent report shows that assessment is consistent, with minor modifications required. Plagiarism is deterred with rigorous moderation and consequences where detected.</p> <p>Overall, programme review processes are comprehensive and use information about the learning environment, and student feedback, as well as informal feedback from stakeholders to confirm whether students are learning relevant skills.</p>

Conclusion:	Programme mapping and development of resources, with well-planned learning activities, match stakeholder needs. Moderation is comprehensive, and tutors have the relevant experience and knowledge to teach their subject areas.
-------------	--

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>EmployNZ has strong support services for both international and domestic students. The support is based on a learner-centric model originally developed for domestic students with high needs.</p> <p>Students are interviewed to identify a suitable programme and, if required, undergo literacy and numeracy assessment. Students are then provided with wrap-around support services with a youth coach and approachable tutors to assist them during and after the programme. Tutors help students set goals and monitor steps to achievement. The co-teaching approach used in the hospitality courses enables one-to-one time and individual support.</p> <p>Attendance is closely monitored for all programmes, with an expectation of 100 per cent and an 80 per cent minimum. This strategy has lifted the total number of students whose attendance was over 80 per cent from 42 per cent to 76 per cent in 2018, and has improved qualification achievement rates. The organisation celebrates qualification achievements at an annual graduation ceremony.</p> <p>International students receive additional support, including help with accommodation on arrival to the country and orientation to studying in New Zealand. Most are working part-time in orchards and the programme manager has met with their employers to discuss study requirements. This is contributing to higher engagement from students.</p> <p>There was a smooth transition from the previous provider, with the PTE conducting robust English language testing and checking for suitability for study at level 6. Students who did not meet English language requirements were referred to Toi Ohomai Institute of Technology for further classes.</p>

Conclusion:	EmployNZ has a comprehensive support system, providing a safe, suitable environment where students are engaged in their learning.
-------------	---

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>EmployNZ operates effectively as a large organisation that upholds its core focus on changing peoples' lives through education and training for employment.</p> <p>The organisation has adapted to changes in the business and education environments by ensuring that it has the structures and processes in place to deliver quality programmes. Recent changes have been made to prepare for future growth including the appointment of an education manager, a welfare manager and the expansion of the international team.</p> <p>There are strong lines of communication and accountabilities to ensure performance, and the effectiveness of changes is monitored. Performance is reviewed monthly, and a summary is submitted to the advisory committee consisting of the board of directors and an independent chair to review and set actions.</p> <p>EmployNZ carries out due diligence before new partnership agreements are entered. This approach has contributed to the successful incorporation of international students who were not able to complete their studies with another PTE. The organisation also has strong networks with local employers and PTEs to offer students a range of employment and study options.</p> <p>Staff have clear responsibilities and are provided with the support they need, including peer support and relevant professional development. Results are monitored at tutor and programme level, and programme managers provide advice to help ensure programmes are taught to the required standard. Analysis of data and increased completions and responsiveness to the sector show that the organisation is capable in supporting achievement.</p>
Conclusion:	Strong systems are in place to ensure the governance team understands performance across all programmes. This enables

	gaps to be identified and relevant responses to be implemented.
--	---

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>EmployNZ has coherent systems in place to manage accountabilities for compliance. NZQA requirements are managed using an academic register to track learning hours and any changes and to plan moderation activities. All external moderation requirements have been met and, to date, all NZQA qualification consistency requirements have also been met.</p> <p>Processes for managing complaints are adhered to and no issues have been reported about the organisation’s response to complaints.</p> <p>The organisation is a recent signatory to the Code of Practice (for the pastoral care of international students) and takes its responsibilities seriously. Agents are carefully vetted and those not complying with requirements are let go. Student feedback is used to monitor satisfaction with the recruitment process and whether the programme met their expectations. This information will be used to inform ongoing agent relationships. In addition, a sampling of students’ files shows that EmployNZ is ensuring that students have current insurance certificates and study visas.</p> <p>The outcome of a recent TEC audit confirms that the organisation is managing its funding requirements.</p>
Conclusion:	EmployNZ has effective processes for managing ongoing compliance accountabilities and responsibilities, with regular self-assessment activities carried out.

Focus Areas

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

2.1 Focus area: Hospitality

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: New Zealand Diploma in Systems Administration (Level 6)

Performance:	Excellent
Self-assessment:	Excellent

2.3 Focus area: New Zealand Diploma in Business (Business Management and Leadership) (Level 6)

Performance:	Good
Self-assessment:	Excellent

2.4 Focus area: International Students: Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent

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.

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

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

EmployNZ Tertiary Education Commission educational performance indicator data

Table 1. EmployNZ EPI course completion data level 1 and 2

Course completions	2015	2016	2017	2018 YTD
EmployNZ	72%	61%	64%	70%
PTE sector	66%	66%	68%	na

Table 2. EmployNZ EPI qualification achievement data level 1 and 2

Qualification achievement	2015	2016	2017	2018 YTD
EmployNZ	57%	64%	52%	65%
PTE sector	56%	57%	57%	na

Table 3. New Zealand Certificate in Hospitality (Level 2)

	2016		2017		2018 YTD	
	CC*	QC**	CC	QC	CC	QC
All students	62%	52%	70%	58%	83%	73%
Māori	59%	50%	57%	43%	84%	73%
NZ European	-	-	76%	64%	89%	80%

*Course completion; **Qualification completion

Source: EmployNZ performance review report, 2018

Table 4. Percentage of level 1 and 2 graduates who also gained NCEA qualifications

	2017	2018 YTD
Level 1	39%	66%
Level 2	33%	71%

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 fraud²*
- *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.*

² NZQA and the TEC comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

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

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz