



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

Professional IQ College Limited
trading as Professional IQ College

Confident in educational performance

Confident in capability in self-assessment

Date of report: 31 October 2016

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Final

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:	Professional IQ College
Type:	Private training establishment (PTE)
First registered:	31 March 2000
Location:	Level 5, 280 Queen Street, Auckland
Delivery sites:	Level 5, 280 Queen Street, Auckland and online delivery
Courses currently delivered:	<ul style="list-style-type: none">• Banking and Insurance Programme (Level 4)• Certificate in Financial Services (Insurance) (Level 4)• New Zealand Certificate in Financial Services, (Level 4)• National Certificate in Financial Services (Level 4)• National Certificate in Financial Services (Financial Advice) (Level 5)• Financial Services Industry Programme (level 5) (Level 5)• New Zealand Certificate in Financial Services (Level 5)
Code of Practice signatory:	No

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Number of students:	<p>201 domestic learners:</p> <ul style="list-style-type: none"> • Māori: 3 per cent • Pasifika 1 per cent • 95 per cent of students are in employment and all study part-time • All learners are 26 years of age or over
Number of staff:	Two full-time staff and three contract assessors/tutors
Scope of active accreditation:	See: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=794631001
Distinctive characteristics:	<p>Online distance learning</p> <p>Professional IQ College partners with the Professional Advisers Association and the Institute of Financial Advisers to deliver training. Its shareholder is the Insurance Brokers Association of New Zealand. The chief executive of that organisation is also the chief executive of Professional IQ College.</p>
Recent significant changes:	<p>In 2013, the PTE rebranded to trade as Professional IQ College to deliver to the wider financial services sector without the perception of being for insurance brokers only.</p> <p>Professional IQ College has recently appointed three new board members.</p> <p>Professional IQ College began the transition from offering National certificate qualifications to offering the new New Zealand qualifications in financial services in late 2014.</p> <p>In April 2015, NZQA approved Professional IQ College's delivery of the Financial Services Industry Programme (Level 5) which leads to the New Zealand Certificate in Financial Services (Level 5).</p> <p>The New Zealand certificate was developed by The Skills Organisation (industry training organisation) and registered in October 2014. It replaces the National Certificate in Financial</p>

Services (Level 5). Professional IQ College commenced delivery of the level 5 New Zealand certificate in April 2015.

In July 2014, NZQA approved Professional IQ College's Banking and Insurance Programme (Level 4) which leads to the New Zealand Certificate in Financial Services (Level 4). The PTE commenced delivery of the New Zealand certificate in October 2014. The New Zealand certificate was registered in January 2014 and replaces the National Certificate in Financial Services (Level 4).

The principal left the organisation in April 2016. With her departure the management of the organisation was restructured. A new chief executive role was established. Academic manager and operations manager roles have been established.

The PTE is in the process of revising its quality management system. Since the last EER, the PTE has introduced a new learning management system and has a new website. The website includes a student and member log-in and a personalised learner dashboard (progress report) from which learners access learning materials and are able to see their individual progress.

Student enrolment numbers have increased from 50 in 2012 to 201 in 2016.

Previous quality assurance history:

NZQA last quality assured the PTE in September 2012 and at that time was Confident in both its educational performance and capability in self-assessment.

The PTE met NZQA's national external moderation requirements in 2012, 2013 and 2014.

Other national external moderation is through The Skills Organisation which identifies that of 15 post-moderations it has undertaken of the PTE's assessments since 2012, all but one met requirements. Professional IQ College is in the process of having all assessment materials pre-

moderated.

Other:

The New Zealand Certificate in Financial Services requires the completion of a minimum of two strands: the Core Knowledge strand and at least one other. Mostly this requires the completion of eight unit standards over a desired programme duration of 12-18 months.

Professional IQ College offers six of the qualification strands: 1) Core Knowledge; 2) Financial Advice; 3) Investment; 4) Personal Risk (Life & Health) Insurance; 5) General Risk Insurance; and 6) Mortgage Adviser (residential property lending).

It is a sector requirement that only The Skills Organisation can assess the Financial Advice module.

Learners can enrol in individual strands or the entire qualification and at any time.

Programme delivery of each strand is by online distance learning. A five-day workshop is provided for the Mortgage Adviser strand by the Professional Advisers Association. The workshop provides content outside of the New Zealand Certificate in Financial Services. It is a voluntary component of the strand.

The Mortgage Adviser strand has the highest enrolments, with around half of learners enrolled.

2. Scope of external evaluation and review

The focus areas: 1) Governance, management and strategy, and 2) Financial Services Industry programme (Level 5) formed the scope of the external evaluation and review (EER).

The level 5 programme has the largest intake with approximately 184 of 201 learners enrolled. This programme was a focus area at the 2012 EER and was again chosen to enable a view of programme development.

The level 4 programme was not selected due to small learner numbers.

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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.

The EER was conducted over two days by two evaluators at the PTE's sole delivery site in Auckland. The EER team interviewed the chief executive, academic manager, operations manager, learners and graduates, two key stakeholders, and two assessors.

Documents and information reviewed included the PTE's website and learner online information, draft quality management system, learner achievement data, reports to the board, survey templates and responses, internal moderation and an internal self-assessment plan.

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 **Professional IQ College**.

There is good evidence that Professional IQ College is meeting the most important needs of learners and other key stakeholders through effective processes contributing to learning and other important outcomes. The PTE:

- worked hard to establish its delivery of the New Zealand Certificate in Financial Services (Levels 4 and 5) in a timely way to meet an identified industry need to provide a required and relevant qualification.
- established a bridging programme and provided guidance and support to encourage learners to transition to the New Zealand certificate qualification or to complete their existing National qualifications.
- is enhancing the knowledge and confidence of advisers in the financial sector, and assisting them to ensure they understand regulations and requirements that inform their obligations to the wider community.
- provides its own qualifications and professional development education to meet the ongoing technical needs of industry. The scope of delivery is informed by input actively gathered from key stakeholders and the sector.
- supports learning and assessment through the recruitment of experienced assessors and authentic moderation processes.
- is responsive to learners' questions and needs.

Key processes and evidence of outcomes are informed by ongoing, authentic self-assessment and stakeholder relationships. Meaningful self-assessment information is produced from relevant self-assessment tools, stakeholder engagement, and ongoing reflection and action.

Some of the self-assessment data is limited by the extent of data collected to date (e.g. graduate evaluation and outcomes data), but this reflects the newness of the qualification rather than the quality of the self-assessment tools. The continued collection of the same information should over time provide a solid body of self-assessment information.

In the period January to June 2016, unit standard completions within the different strands of the level 5 qualification appear to have improved as a result of increased learner support, the focusing of learners on completion dates, and relevant subject

matter. However, some data analysis limitations mean that it is not possible to understand the full extent or strength of learner achievement. Unit standard completions for the year June 2015 to 2016 appear low, but it would appear that many learners are still in the process of completing.

The PTE captures information and has a good understanding of individual learner progression and unit standard enrolments and completions. But at an organisation level, this data is not analysed alongside expected completions to provide a meaningful completion percentage. The PTE knows how many learners have completed the level 5 New Zealand certificate (eight). However, learner enrolments have not been separated by learners who have enrolled to complete either the qualification or just individual strands of the qualification.

Notwithstanding the limitations in analysing and understanding the full extent of learner achievement, Professional IQ College has significantly improved its learning management system since the last EER, and is continuing to develop the system to better report on achievement data.

Learners receive relevant and appropriate guidance and learning and assessment materials once they enrol, but a better level of information could be provided about the mode of delivery and assessment before learners enrol. Professional IQ College has actively responded to this suggestion since the EER visit.

Professional IQ College is also in the process of addressing a possible weakness in quality assurance whereby a partner organisation is providing an optional workshop to inform one of the level 5 learning modules.

Findings¹

1.1 How well do learners achieve?

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

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

Since the last EER, Professional IQ College has improved its learning management system to enhance the nature and validity of achievement data captured and analysis options. Work is continuous and underway to improve the information available to inform the organisation's self-assessment.

Professional IQ College is using its achievement data well to monitor individual learner progress and to use the results of analysis to individually and regularly follow up learners if it appears that their progress is stalling. This has been a key focus for the organisation as it seeks to transition learners from National to New Zealand certificate qualifications, or to encourage their completion.

In addition, Professional IQ College has focused learners, from the point of enrolment, on expected completion timeframes. Individual dashboards show learners the extent of their progress. The new learning management system identifies the number of days each learner has been enrolled and the unit standard credits each learner has completed and is required to complete.

At an organisation level, there is still work to do to improve the way data is produced and interrogated to better inform an understanding of how well learners achieve overall. Existing data makes it difficult to fully answer this question. A key difficulty with the data is that while it is evident how many learners have completed qualifications, the data does not distinguish how many learners have enrolled for that purpose or solely to complete individual strands of the qualification.

Hence, whereas a total of eight learners have completed the level 5 New Zealand Certificate in Financial Services since delivery began in April 2015 (the qualification is expected to take 12-18 months to complete), the data does not identify how many learners actually enrolled in the entire qualification (to enable a qualification completion percentage), nor how many would be eligible to complete at certain points in time.

Further, whereas many learners enrol in individual strands rather than the full qualification, the strength or otherwise of completion rates are difficult to gauge because there is no corresponding data against which to compare how many unit

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

standards should have been completed for the period reviewed. Thus, while on the face of it unit standard completion rates seem low (overall 28 per cent from June 2015 to June 2016), most 'non-completions/not yet completes' reflect learners still in study. Of 1,145 unit standards enrolled in since April 2015:

- 384 have been completed
- 36 have been withdrawn from
- 20 have not yet been started.

This leaves 705 unit standards not completed/not yet completed, but it is not clear how many of these unit standards should have been completed by now, or the extent to which they reflect learners still in active study. Professional IQ College is currently developing its learning management system to incorporate expected completion dates within data analysis.

There is variance in the completion rates for the different strands of the qualification. For the period June 2015 to June 2016, one strand has a 60 per cent completion rate and another 41 per cent. The remaining three strands vary between completions of 24 and 35 per cent. Professional IQ College demonstrated its understanding of reasons underlying this variance (including external factors).

The Mortgage Adviser strand has experienced lower completions as compared with most other strands, and that was also a trend under the National certificate. This is despite this being the sole strand where a face-to-face workshop is offered to learners in addition to the online learning materials. Professional IQ College's engagement with learners to understand this trend identified that while learners attended the workshop, they did not then go on to complete the unit standard assessments in their own time online. Professional IQ College has engaged with employers to raise awareness of this issue.

Completions for the period January to June 2016 are higher – three modules have around a 50 per cent completion rate and one has a 90 per cent completion rate. One module has a completion rate of 29 per cent. Professional IQ College attributes improved completions to the additional contact support provided to learners, alongside individual learning plans with expected unit standard completion dates articulated.

In response to the PTE's request for benchmarking information from the relevant industry training organisation², the PTE has identified that its performance has improved in terms of numbers of first time completions of the Financial Advice strand examination. As at April 2012, Professional IQ College had a 60 per cent first time completion rate compared with other providers achieving an 80 per cent

² The Skills Organisation, which is the sole assessors for two strands of the qualification (capstone standard sets B and C).

result. As at April 2016, Professional IQ College was slightly above the 77 per cent average, having improved to an 80 per cent first time completion rate.

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

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**.

As a niche training provider affiliated with industry and accredited by NZQA to deliver both the level 4 and level 5 New Zealand Certificates in Financial Services, Professional IQ College is meeting the educational needs of its sector.

Professional IQ College is delivering a qualification that is the minimum requirement for authorised financial advisors in New Zealand, and is therefore contributing to the employment of advisors in these roles.

In addition, from a stakeholder survey administered by Professional IQ College in 2015, 93 per cent of respondents considered that the qualifications were important for their organisation.

In 2015, 74 stakeholders responded to a stakeholder survey. Around three-quarters considered that Professional IQ College lived up to a vision of being a preferred education and training provider in the financial services sector. About one-quarter disagreed with this, and it would be useful for Professional IQ College to review future responses to a similar question as delivery of the new qualifications becomes embedded.

Professional IQ College is valued by learners and key stakeholders as a sector-funded and focused training provider. This value is evidenced in the continuous and ongoing funding of the PTE by the sector, and stakeholders choosing Professional IQ College as its preferred training provider for that reason. Employers are funding their employees to enrol with Professional IQ College.

The level 5 certificate and its strands are valued for their relevance to the sector. The receipt of financial sector training from an NZQA-accredited provider and the ability to gain an NZQA-accredited qualification were valued by learners and client stakeholders interviewed for this EER.

Delivery of the level 5 certificate and its modules are enhancing and facilitating knowledge creation for advisers, including to better understand regulations and practice requirements. This is contributing to an employer and wider societal need for competent advisers able to meet their obligations and to give the correct advice to clients. An industry skills survey in 2015 identified that the acquiring of technical skills was the most likely outcome, followed by soft skills, and then business competence.

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In February 2016, Professional IQ College undertook a survey with 13 verifiers to understand met needs (nine responded). All respondents believed that employees had acquired useful and meaningful skills and knowledge following their study with Professional IQ College. Common outcomes of the training for employees identified included increased confidence in their roles and with clients, enhanced knowledge of subject areas, and enhanced motivation. The PTE worked hard to obtain this feedback, and the nature of the survey questions and responses from employers of learners' means that it is a tool providing useful and relevant self-assessment information. The idea for this approach came from feedback from an internal assessor's meeting.

Professional IQ College has been focused on obtaining relevant self-assessment information to inform its understanding of the value of outcomes (including through the above surveys). Graduate survey/evaluation questions have been remodelled to align with the graduate profile outcomes linked to the level 5 New Zealand certificate. This will add to the body of information the PTE is able to collect moving forward and as more learners complete the New Zealand certificate.

Professional IQ College is continuing to focus on gaining relevant information to inform its understanding of value through a review of questions for future surveys and to encourage engagement in evaluative feedback from different stakeholders. At present, the tools for data collection are strong and are well capable of enhancing the level of information about performance as a greater body of data is collected over time.

1.3 How well do programmes and activities match the needs of learners and other 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**.

Professional IQ College responded to an industry need by working hard to commence timely delivery of the new level 5 qualification. Professional IQ College identifies that employers had identified a need for the qualification and were waiting for its launch.

The PTE has also worked hard to encourage learners enrolled in the National certificate, or its strands, to complete, withdraw or transition to the new qualification. Professional IQ College developed a bridging programme enabling learners to transition between the National and New Zealand certificate qualifications.

Many of the PTE's learners are focused on completing a strand of the qualification, rather than the entire qualification. Professional IQ College is responsive to this need by providing for this option, and also encourages the sequencing of modules

to encourage the completion of at least one strand, and then potentially the entire qualification.

Professional IQ College developed its own qualifications to meet the needs of insurance brokers, and provides professional development education for the financial services sector. This provision is valued for enhancing and creating learners' technical skills and product knowledge.

The PTE has surveyed key stakeholders to identify current key skills and qualifications desired by the sector, and uses this information to inform topics for professional development delivery. Relevant industry partnerships also keep the organisation informed about key sector needs. In 2015 the principal of the college undertook a series of sector meetings to contribute to this focus.

For one key stakeholder who enrolls numbers of employees into the level 5 programme or its strands, Professional IQ College provides regular updates on learners' progress. The reports help employers to stay abreast of employees' achievements and to identify where specific responses may be needed if learners fall behind. For banks, the PTE identified a pattern whereby learners were completing the Mortgage Adviser workshop but not the relevant unit standard components. This enabled banks to engage with employees about the need to complete the entire programme.

Online delivery and the provision of learning through webinars (including those tailored to the needs of particular clients) is matching the needs of busy and geographically dispersed learners and stakeholders. Nearly all of Professional IQ College's learners are studying while employed.

Two key stakeholders interviewed for this EER were positive about the training provided by Professional IQ College and said it matched their needs. One stakeholder valued in particular how Professional IQ College had understood what the organisation needed and responded well when other educators they had approached had been unable to. Another stakeholder indicated that the PTE was responsive on the odd occasions when the training had not gone as well as hoped.

It was evident from the interviews undertaken for the EER that Professional IQ College responds well to learner and stakeholder feedback and uses self-reflection to make worthwhile improvements. Other examples of this responsiveness include the current redesign of the organisation's website in response to learner feedback, and current consideration of further avenues to enhance information accessible to employers.

Unlike all other programme strands, learners are offered the opportunity to attend a five-day, face-to-face workshop as part of the Mortgage Adviser strand. This is a voluntary option and is available for learners prior to their completion of the online and assessment requirements of the programme. Three of the five days relate to the qualification, whereas the other two days provide something extra for learners

in the form of additional technical and practical information from the perspective of industry.

The Professional Advisers Association has been delivering the five-day workshop. NZQA has told Professional IQ College that to continue with this arrangement would require an approved sub-contracting arrangement between the Professional Advisers Association and Professional IQ College (an arrangement not currently in place). As such, Professional IQ is currently reviewing the arrangement to ensure it is delivered in a way that complies with NZQA requirements.

Professional IQ College's ongoing self-assessment incorporates aspects of programme review. For example, lower achievement and some issues have been identified in the Mortgage Adviser module and led Professional IQ College to make changes. These changes include being more explicit about the equivalent level of English language required to enrol, and monitoring this and educating all new learners about plagiarism.

However, the PTE is yet to undertake a full review of its delivery of the New Zealand certificates and the associated strands, though plans for review are currently being considered.

The evaluators considered that Professional IQ College could better record the outcomes of key initiatives and changes made for the purpose of ongoing improvement. Actions are recorded but documenting their outcomes would provide a useful ongoing self-reflection tool.

1.4 How effective is the teaching?

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**.

Learners are provided with sufficient and relevant information through their online access to Professional IQ College. The small number of learners interviewed for this EER confirmed that they found learning materials relevant and easy to use. One learner indicated an expectation for a greater level of feedback on assessments. Of eight graduates who have provided survey feedback, half were positive about learning materials and assessment processes, and half indicated that improvements could be made.

Learners are supported by highly experienced assessors/tutors who have strong sector knowledge. It was evident from learner information that they provide clear guidance to learners if additional information is required to satisfactorily complete assessment requirements. Tutors are responsive to learners' questions and these communications are recorded in the PTE's learning management system.

Professional IQ College has a very strong moderation history with both NZQA and The Skills Organisation. Its internal moderation process actively engages tutors to reflect on assessment practices and opportunities for improvement. The PTE summarises internal moderation activity and results each year. In 2014, internal moderation found that there was just 32 per cent agreement with assessor decisions. That outcome led to assessor training, improved record-keeping and changes to assessment. For 2015/2016, there was 75 per cent agreement with assessor decisions, clearly showing improvement in this area.

Assessors are supported to come together for assessor meetings two to three times each year. Such opportunities have been valued by the tutors engaged for this EER. They are also valued by the organisation. For example, feedback during an assessor meeting subsequently led to the implementation of the verifier's survey, which is providing the PTE with useful information. The organisation is currently developing an assessor marking spreadsheet with the aim of facilitating greater assessor feedback for learners.

Professional IQ College's use of experienced assessors has meant that small instances of plagiarism and an issue with the authenticity of learner work was identified and responded to. Possibly, the PTE could further consider how it is able to use this experience as new assessors are inducted.

Technological aspects of Professional IQ College's online delivery are a continued work in progress. For example, individual learning plans (currently emailed to learners) are to be soon generated electronically, with associated data captured as part of the learning management system. Currently, some technological limitations mean that the learning management system is not as seamless as it could be.

Professional IQ College has devised a learner dashboard which keeps learners up to date with their progress. It is not clear to what extent learners engage with it, and there may be opportunities for the PTE to actively encourage learners to engage more in interactive learning sessions and tools, and for Professional IQ College to provide greater facilitation of interactive opportunities. Supporting this view are the findings of the 2015 stakeholder survey where 52 of 74 respondents confirmed that they would like courses to be more interactive.

Professional IQ College has best-practice indicators for online learning and delivery which appear to provide a useful self-assessment tool that could well contribute to future programme review.

1.5 How well are learners guided and supported?

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

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

The EER team considered that Professional IQ College needs to provide better information to learners before they enrol about the mode of programme delivery and assessment, including expectations on learners and guidance about studying independently and online. Currently this information is not provided upfront. It is not until learners enrol that full information is provided, including through a detailed student handbook.

Professional IQ College is currently updating its website following some learner feedback, and at the EER indicated that as part of that process it would provide better information upfront to learners. Indeed, since the EER visit the PTE has provided the evaluation team with information showing that such work is underway.

Survey feedback from eight graduates identified satisfaction with the guidance and support that Professional IQ College provides. If learners seek information or guidance, Professional IQ College is responsive and guides learners well through appropriate study options and assessment requirements. However, for learners who are progressing well or as planned, little proactive contact is made about their progress or to regularly engage these learners.

Professional IQ College has been proactive in making contact with learners whose progress has stalled or is falling behind. This has been assisted by a purposeful focus on the identification of start and end dates established as part of individual learning plans and the provision of individual learner dashboards that show learners how they are progressing.

The PTE has been proactively in contact with learners enrolled under the National certificate programme or strands to encourage their completion or transition to the new qualification. In addition, Professional IQ College provided a series of correspondence to enrolled learners notifying them of the qualification changes, and what it meant for each learner's individual study pathway.

A solid example of self-reflection leading to improved learner guidance and support has been one assessor's timetabled provision of advice to learners about answering assessment questions. This guidance is provided for the one strand of the qualification that has a face-to-face workshop, and was implemented after the assessor identified an ongoing pattern of having to request further information from learners to provide full responses to assessment questions. This guidance has led to a noticeable reduction in re-sits and requests for additional assessment information and overall improved quality of assessment. An assessment tips webinar is now also provided to learners.

1.6 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**.

Professional IQ College has an in-depth understanding of sector needs and developments which assists it to anticipate and respond to change. Professional IQ College provides feedback to the sector and contributes to government consultations. It supported industry experts to participate in the review and development of the financial services sector qualifications. As discussed throughout this report, engagement with stakeholders is ongoing and feedback actively sought and used to inform developments.

Professional IQ College's purpose and direction is clear. It undertook a deliberate rebranding exercise as part of ensuring its training provision was understood as being for the wider financial services sector. As part of this and to ensure effective, representative leadership, membership of the governing board was expanded to include wider sector representation with the appointment of three independent members. The board has undertaken a process of self-review to ensure an appropriate representation of skills, sector knowledge, management and strategic experience.

Management of the PTE has recently been restructured and the new structure appears appropriately represented. Due to the change in management structure, it would be beneficial for the board to undertake a review of the new arrangement over time.

Management regularly reports to the board about educational performance, and it is evident that the board uses the information to focus on improvements. For example, an analysis of enrolment information led the board to look into learner participation in one particular module, which is now an ongoing focus of governance and management.

The PTE has implemented and is continuing to develop a fit-for-purpose learning management system capable of responding to potential significant growth if the level 5 qualification eventually becomes a mandatory requirement across the financial services sector.

The organisation is continuing to explore and develop its capability to meet and improve its data analysis requirements to support its understanding of educational achievement. This is a significant development from 2012 and the last EER. The PTE identified the gap in its learning management system as a risk to educational performance and responded. As identified in Findings 1.1, there is work still to do to improve the extent to which learner achievement is understood, but developments in this area are relevant and ongoing.

As mentioned in Findings 1.3, Professional IQ College needs to review arrangements in place for the delivery of the Mortgage Adviser workshops, and this appears to be in hand.

Management has ensured that learners enrolled under the National qualification have been well informed about the changes to the qualification and resources. Processes have been implemented to support learners to complete under the National qualification or to transition to the new qualification.

The management team meets weekly and identifies and records required actions. These actions are tracked, but the identification of their outcomes would better demonstrate the improvements that have been made, and would provide an ongoing tool for organisational self-reflection.

While more learners enrol in individual strands of the level 5 qualification, rather than the entire qualification, increasing the latter is a focus for Professional IQ College. As such, the evaluation team considered that it would be of benefit for the PTE to develop internal targets against which to measure progress to that goal.

Professional IQ College is a reflective organisation and self-assessment is authentic and ongoing. It is assisted by some useful self-assessment tools that provide relevant information to help understand the meeting of learner and stakeholder needs, and feedback is used to make improvements. A relevant self-assessment plan was developed to guide the organisation in 2015, and some key actions have been implemented.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Financial Services Industry Programme (Level 5)

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 Professional IQ College:

- Progress, as a matter of priority, new arrangements for the delivery of the Mortgage Adviser workshops, and ensure that the new arrangements are in accordance with NZQA requirements.
- Continue to progress work to improve information provided to learners prior to enrolment about the mode of delivery and assessment information. It would also be beneficial for the PTE to consider the extent to which it could provide more proactive contact with learners, including those learners who are progressing to plan.
- Continue developing data analysis tools to inform an understanding of how well learners achieve, including analysing actual completion rates against expected completion dates, and separating enrolment data in relation to learners seeking to complete individual programme strands as opposed to those seeking the entire qualification.
- Solidify plans for programme review and ensure that full programme review occurs on a regular basis.
- As a part of programme review, reflect on the interactivity of its online learning delivery and whether the level of learner interactions with peers and tutors, and in webinars, media, and materials, could be increased and better encouraged. Programme review could also be well informed by the best-practice indicators for online learning and delivery held by the PTE.

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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