External Evaluation and Review Report

Crown Institute of Studies Limited

Date of report: 14 May 2021

About Crown Institute of Studies Limited

Crown Institute of Studies teaches programmes in travel and tourism, hospitality and business studies from its Auckland campus. Most learners are female aged 25 years or younger.

Type of organisation:	Private training establishment (PTE)
Location:	80 Anzac Ave, Auckland City
Code of Practice signatory:	Yes
Number of students:	Domestic: 162 – Māori 31(19 per cent); Pasifika 97 (59 per cent); NZ European 40 (24 per cent); Asian 21 (13 per cent); Other ethnicities 22 (33 per cent)
	International: three – all had completed studies at the time of the EER and there are no new enrolments for 2021
Number of staff:	20 staff – full-time, 16 (80 per cent), part-time, four (20 per cent);25 per cent of staff identify as Māori or Pasifika
TEO profile:	Crown Institute of Studies Ltd
Last EER outcome:	September 2019:
	Not Yet Confident in educational performance
	Not Yet Confident in capability in self-assessment
Scope of this evaluation:	• Crown transition to new ownership
	• New Zealand Diploma in Travel and Tourism (Level 5)
	• New Zealand Diploma in Hospitality Management (Level 5)
MoE number:	8644
NZQA reference:	C46845
Dates of EER field work:	22-24 March 2021[1]

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[1] EER conducted online.

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Summary of results

Crown has made significant progress since the previous EER in areas identified for improvement by NZQA. Improvement is noted in most areas with robust systems now in place on which to base improved performance. Crown's self-assessment is more sophisticated and purposeful, focusing on priority areas for the PTE and stakeholders.

Confident in educational performance	A significant number of changes and improved self-assessment in priority areas are having a positive impact on achievement. Changes are embedded, but Crown can only demonstrate one year of results since the last EER in 2019.
	Crown has substantially improved its processes and practices to gain feedback from, and meet the needs of, students and stakeholders. Overall outcomes important to students and stakeholders are being well met.
Confident in capability in self-assessment	Programmes are effectively evolving to continually match the changing needs of students and stakeholders over the past 18 months.
	Crown has embedded effective initiatives, led by appropriate and skilled staff to support student learning and wellbeing. Data to demonstrate the extent of the impact of these changes is evident for one year.
	Issues inherited by the new owner are being systematically addressed. Effective leadership and improved data collection and analysis are providing quality information to guide performance.
	Important compliance accountabilities are monitored and managed.

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Key evaluation question findings[2]

1.1 How well do students achieve?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Due to an inadequate student management system, Crown achievement data in 2019 was found to be inaccurate and unreliable. This has since been addressed to the satisfaction of the Tertiary Education Commission (TEC) with the purchase and effective use of a recognised and compliant system.
	Course and qualification completions for 2020[3] of 86 per cent and 66 per cent respectively, are sound. The 10 per cent withdrawal rate from programmes at levels 3-5 in travel, tourism and hospitality is a respectable result in a year significantly impacted by COVID-19.
	Student achievement data is comprehensive and formally reported every five weeks, enabling useful responses to support achievement. Academic staff meetings and quality assurance meetings analyse collated quality data (for example, attendance, module completion, retention and moderation). Analysis of data at programme level, and pre- and post-COVID-19, provides rich information for comparison and drives responses at student, programme and organisational levels. Crown benchmarks student achievement against internal and TEC targets. Overall priority learner achievement is at or above the TEC benchmark of 78 per cent[4] (Māori 85 per cent and Pasifika 79 per cent), but not consistently on a par with all Crown learner achievement.
	External moderation results have been inconsistent. Improvements in processes, systems and staff training are evident, and moderation by a transitional polytechnic and a

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

[3] See Appendix 1

[4] See Appendix 1.

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	Category 1 provider reflects this. However, the level 3 business programme moderated by NZQA does not yet meet the national standard.
Conclusion:	The significant number of changes and comprehensive self-assessment in priority areas are having a positive impact on achievement. Changes are embedded, but Crown can only demonstrate one year of results since the last EER in 2019.

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

Performance:	**Good**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Since the last EER, Crown has undertaken initiatives with a focus to better understand outcomes for students, stakeholders and the community in order to respond to identified needs.
	Crown has a dedicated staff member with a sole focus on industry and student engagement. A variety of activities are used to collect data including focus groups, social media and surveys, and on average 85 per cent of all graduates are effectively followed up. The very high response rates (100-75 per cent) from surveys is providing quality data, and survey tools themselves are comprehensive, drawing out meaningful data for analysis. Effective engagement with stakeholders has improved significantly, building from three to 37 industry partners.
	As a result, Crown can effectively demonstrate that over 80 per cent of graduates gain employment and study pathway outcomes. Nominated and or selected graduates have membership in Skal Auckland/International New Zealand (an international travel and tourism industry body), and gain practical industry experience through internships, which support the acquisition of industry-relevant skills.
	Crown engages systematically with industry stakeholders through local advisory committee meetings, surveys and individual meetings, gaining feedback on graduates and anticipating the future needs of industry to better prepare students for the reality of work and changing needs.
	These outcomes are notable considering the continuing impact

	of COVID-19 on the hospitality and tourism sectors over the past year.
	Targeted and purposeful engagement with Māori and Pasifika communities occurs through Crown supporting local events, enabling the PTE to establish relationships with students' parents and whānau. Crown doubled the participation rate of Māori and Pasifika students in 2020 to 19 and 59 per cent respectively.
Conclusion:	Crown has substantially improved processes and practices to gain feedback from, and meet the needs of, students and stakeholders. Overall outcomes important to students and stakeholders are being well met.

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:	**Good**
Findings and supporting evidence:	Programme design and delivery incorporates a mix of theory and practice, reflecting the reality of industry and providing valuable opportunities to practise skills and embed learning. For example, internships are coherently matched to the learning outcomes and are structured to effectively engage and benefit the needs of students and stakeholders. Students attend field trips and expos around New Zealand when allowable within COVID-19 restrictions.
	The smooth, anticipated move to online delivery saw a variety of teaching and learning activities developed to match the needs of the learners. Students emphasised that tasks and learning continued to be relevant to the programme and engaging; for example, the utilisation of accessible community businesses with a specific task to explore, discuss or report on, and transferring assessment from developing a poster to a PowerPoint presentation.
	Recent significant improvements include comprehensive annual programme reviews, alongside student surveys, key performance indicator reports and programme staff reflections.

	Stakeholders have a genuine opportunity for input into programme review and improvement. Worthwhile information is collated and ensures programme relevance is maintained. This is important from the stakeholder's perspective as significant changes in the skills and knowledge of the workforce are expected in the immediate future in the travel, tourism and hospitality industries, which will impact workforce training needs.
	Assessment in class and of students' participation and performance during internship is strong. standards are evident in policy and practice for monitoring delivery, plagiarism, resit criteria, teacher qualifications and structured senior management and peer observations, all of which occur systematically.
Conclusion:	Programmes are effectively evolving to continually match the changing needs of students and stakeholders over the past 18 months.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	The embedding of purposeful, management-led and resourced initiatives to support students is evident and has improved since the previous EER. Although reduced funding from the TEC in 2021 has affected the number of hours dedicated to support initiatives, the established staff and activities are providing targeted and genuine support for the students. Crown attributes the improving rate of course completions to these initiatives.
	The intentional increase in the proportion of Māori and Pasifika teaching staff, and specifically in student support roles, is having an impact. A Pacific development leader coordinates a range of activities focused on support such as free lunches, creating CVs, and providing blazers and formal attire which students keep for job interviews. A Pacific hub provides a place to meet and talk. Cultural awareness workshops with staff are recognised as helping to bridge a cultural gap with students.
	The wellbeing mentor leads all students thorough a

	comprehensive orientation and delivers a number of workshops focused on connecting and wellbeing. Examples are the development and sharing of pepeha, and goal-setting (personal and study) which is used by students and teachers to guide and reflect on progress. Attendance is closely monitored, and the wellbeing mentor follows up any non-attendance to a conclusion.
	All students undertake numeracy and literacy testing, and support is provided by specialist staff in the classroom, online, one-to-one (breaks and after class), in study groups and in supporting tutors to develop teaching resources. Retesting after 20 weeks shows every student, bar one, improved.
	Tutors and workplace support staff are readily accessible to the students, and during lockdown increased access aligned to the students' communication preferences: text, Messenger, WhatsApp, email, the online portal and daily Zoom meetings.
	Regular wellbeing student surveys provide relevant and specific information for review on which to target support to meet needs.
Conclusion:	Crown has embedded effective initiatives led by appropriate and skilled staff to support student learning and wellbeing. Data to demonstrate the extent of the impact of these changes is evident over the past year.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	The transition of ownership is well established and staff at Crown are increasingly contributing to the PTE and the refreshed vision and mission. A number of worthwhile initiatives have arisen from the change in philosophy and culture which is well led and resourced by governance and management. Considering the context, the time since the last EER, the change in ownership, and the pandemic, many changes are embedded and others are a work in progress. It is too soon for Crown to demonstrate the full impact and effectiveness of all initiatives.
	The managing director has invested heavily to resource the PTE, including a new student management system, development of

	facilities for future programmes, and staff professional development and training.
	Improved communication and transparency has contributed to staff feeling valued. Staff changes – an increase in Māori and Pasifika staff from 5 to 25 per cent, and staff currently now employed on full-time permanent contracts from 33 to 77 per cent–provides improved job security and satisfaction. As a result, staff engagement in the PTE is enhanced, with programmes and students benefiting.
	Crown has anticipated and effectively responded to change. For example, Crown prepared for learning online, surveying students about the ownership and use of devices, then purchasing laptops, all ready for distribution and transition to learning online prior to the first national lockdown.
	Equally, Crown recognises the need for innovation and ongoing strategic planning to ensure the sustainability of the PTE. Stakeholder input and new partnerships are forming the basis for plans to diversify programme delivery, while ensuring relevance to current delivery, current students and stakeholders.
Conclusion:	Inherited issues by the new owner are being systematically addressed. Effective leadership and improved data collection and analysis are providing quality information to guide performance.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Crown has effective processes in place to manage compliance. Senior managers have clarity in terms of responsibilities for compliance matters, including a 10-week schedule with timelines and activities to be undertaken.To ensure business continuity, staff are involved in key meetings with NZQA and the TEC to ensure ongoing coverage of important areas and to reduce reliance on the managing director.
	The international student Code of Practice review for 2020 was comprehensive and factual. There were no international

	students enrolled at the time of the EER. The interim domestic Code review involves all staff contributing routinely to the review.
	Crown is operating an internal moderation system, the volume of which looks appropriate. External moderation of non-unit standard programmes is undertaken by a transitional polytechnic and a Category 1 provider, providing useful feedback. In most instances, the assessments are agreed to, or minor changes are made as required. Crown engaged with NZQA national external moderation for the level 3 business programme. However, assessor judgements did not meet the standard. Crown has provided a clear and structured plan to improve, which has been accepted by NZQA. Programme delivery and learning hours are delivered as approved and include self-directed learning hours which are structured and monitored by the tutors.
	A TEC audit in 2019[5] noted a number of areas of concern including poor record-keeping, unreliable data, incomplete records and the need to engage in a repayment plan. Crown has been highly cooperative and proactive in making improvements. At the time of the EER, the TEC was not investigating further.
Conclusion:	Important compliance accountabilities are monitored and managed. Compliance management has significantly improved since the last EER.

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[5] Crown was under previous management at the time of the TEC audit.

Focus areas

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

2.1 Focus area: Crown transition to new ownership

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

2.2 Focus area: New Zealand Diploma in Travel and Tourism (Level 5)

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

2.3 Focus area: New Zealand Diploma Hospitality Management (Level 5)

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

Recommendations

Recommendations are not compulsory, but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO).They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Crown Institute of Studies Limited:

- Continue the initiatives and practices commenced, which will provide more data and information on which to review and improve performance.

Requirements

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

Appendix 1

Table 1. 2020 achievement data

2020	Enrolments		EXT/YTC	Withdrawal		Course comp		Qual comp	
T3	36	22%	4	6	17%	26	81%	18	56%
T4	58	35%	8	3	5%	47	94%	34	68%
TT5	27	16%	23	1	4%	3	75%	2	50%
F&B3	14	9%	3	2	14%	9	82%	8	73%
Hosp5	14	9%	5	1	7%	8	89%	7	78%
Bus3	15	9%	2	4	27%	9	69%	9	69%
2020 total	**164**	**-**	**45**	**17**	**10%**	**102**	**86%**	**78**	**66%**

Table 2. 2020 Māori and Pasifika achievement data

		Māori students			TEC	Pasifika students			TEC
Course	#	Compl	%	WD	%	Compl	%	WD2	%
Bus3	4	0	0%	1	78%	1	50%	2	78%
F&B3	6	2	100%	0	78%	3	75%	1	78%
T3	28	8	80%	2	78%	13	72%	5	78%
T4	41	10	100%	0	77.3%	28	90%	3	76.25%
Hosp5	4	2	66%	1	77.3%	1	100%	0	76.25%
TT5	2	1	100%	0	77.3%	0	0%	1	76.25%
Course end in 2020	**85**	**23**	**85%**	**4**	**78%**	**46**	**79%**	**12**	**78%**

T=Travel; TT=Travel and tourism; F&B=Food and beverage; Hosp=Hospitality;
Bus=Business

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Appendix 2

Conduct of external evaluation and review

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

Disclaimer

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

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

- *Identify organisational fraud[6]*

- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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

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 452(1)(t) of the Education Act 1989 and approved by the NZQA Board and the Minister of Education.

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.

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.

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/.

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