



NEW ZEALAND QUALIFICATIONS AUTHORITY
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Report of External Evaluation and Review

Kauri Academy (NZ) International Ltd
trading as Kauri Academy

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 26 July 2017

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MoE Number: 7127
NZQA Reference: C24320
Dates of EER visit: 3 and 4 May 2017

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:	Kauri Academy (NZ) International Ltd trading as Kauri Academy
Type:	Private training establishment (PTE)
First registered:	2011 (first course delivery in 2013)
Location:	Levels 6 and 7, 3 City Road, Grafton, Auckland
Delivery sites:	As above
Programmes currently delivered and students enrolled at time of on-site visit:	<ul style="list-style-type: none">• Certificate in Diversional Therapy and Community Health (Level 4) (180 credits) 39 students• Certificate in Pharmacy Technician (Level 5) (147 credits) 81 students• Diploma in Health (Advanced) (Applied Management) (Level 7) (120 credits) six students
Code of Practice signatory:	Yes
Number of students:	Domestic: two International: 124 equivalent full-time students from (in order of student numbers) the Philippines, India, Sri Lanka, Bangladesh and Kenya Around 80 per cent of students enrolled are 25 years or older.
Number of staff:	13 full-time equivalents
Scope of active	http://www.nzqa.govt.nz/nzqf/search/results.do?or

accreditation:	g=712723001
Distinctive characteristics:	<p>Kauri Academy is run autonomously but is owned by a Philippines-based education company which is recognised by the Philippines higher education governing body, the Commission on Higher Education. Originally registered and approved to provide Diversional Therapy programmes, the PTE had mainly English language students at the previous external evaluation and review (EER). Delivery of English programmes has now ceased and the PTE is delivering health-related programmes only. Programmes offered are modularised so that new students can join every six weeks.</p>
Recent significant changes:	<p>Historically, Kauri Academy had enrolled only five students from the Indian market, but in 2016 this increased dramatically, with 45 new enrolments, mainly in the Pharmacy Technician programme.</p> <p>The most recent programme approval application by the PTE was in 2016 for the Diploma in Disabilities and Social Support (Level 5). This programme has not yet been offered.</p> <p>The previous academic manager took up a position at an institute of technology/polytechnic in late 2016. A new academic manager, previously with AUT, and a new administrator were appointed in 2016. An additional part-time marketing assistant was appointed in 2017.</p> <p>The PTE relocated premises in early 2017.</p>
Previous quality assurance history:	<p>At the previous EER in June 2013, NZQA was Confident in the PTE's educational performance and Confident in its capability in self-assessment. At that time, Kauri Academy had 24 students mainly studying English, but also offered a Certificate in Diversional Therapy with Healthcare Core Competencies.</p> <p>In 2015, Kauri Academy participated in a consistency review for the New Zealand Certificate in English Language (Level 4). The outcome was 'sufficient'. This is currently the highest available rating.</p> <p>In 2016, NZQA externally moderated student</p>

assessment of a core skills assessment standard. The three samples met all requirements.

NZQA monitored the Diploma in Health (Advanced) (Applied Management) in January 2017. This monitoring report shows a well-run programme with a few opportunities for improvement.

Related to this, external moderation by NZQA of the Diploma in Health (Advanced) (Applied Management) occurred in January 2017. Moderation found that key assessment requirements are met: 'Learning outcomes for each course are clearly expecting level 7 scholarship. The assessment tasks and marking rubric are clearly aligned to measure each learning outcome. There is evidence of well written and well-constructed assignments by some students [and] the assessment tasks enable the student to demonstrate scholarship at level 7. Comments by markers reflect grades given ... and are supported by comments made throughout assignments and overall comment. Marking is consistent throughout all courses. Feedback is clear and gives students feedback on how they might improve their work in future. Grammar and writing skills are consistently of a standard of a student writing at level 7'.

Other:

On 29 September 2016, Kauri Academy received a joint NZQA and Immigration New Zealand letter detailing concerns over Indian student visa decline rates in 2016. In the period 1 January 2016 to 31 August 2016, 71 per cent of students applying from India were declined a visa. Overall, of 62 applicants, 44 were declined a visa. The letter specifies expected improvements by the end of 2017.

Immigration New Zealand visited Kauri Academy twice in 2017 as part of their routine monitoring of TEO and student compliance with visa rules. Their visits indicated that compliance with those requirements is being actively maintained.

The programme owner of the Diploma in Health (Advanced) (Applied Management) is the New Zealand Curriculum Design Institute. The

programme is formally monitored by them, most recently in July 2016. Staff are also required to engage in structured tutor training with the institute.

Kauri Academy has professional affiliations with the New Zealand Society of Diversional Therapists Inc and the Pharmaceutical Society of New Zealand.

2. Scope of external evaluation and review

Focus areas and rationale for selection

The programmes selected include almost all of the students enrolled. The only other current programme (Diploma in Health (Advanced) (Applied Management)) is the PTE's smallest in terms of students enrolled and was monitored by NZQA in late 2016.

<p>Certificate in Pharmacy Technician (Level 5)</p>	<p>This programme comprises 147 credits, 70 gross weeks/60 teaching weeks.</p> <p>The programme aims to provide mature domestic and international learners with skills and qualifications to enable them to work in New Zealand as a pharmacy technician. The programme is divided into trimesters: four six-week modules each in the first two trimesters, and 16 weeks of work experience in trimester 3.</p> <p>The main topics covered in this programme include an understanding of the Pharmacy Council Code of Ethics, communicating with customers, application of the relevant pharmacy legislation and regulations, application of an advanced level of knowledge of human anatomy, physiology and medicine used in the treatment of health disorders, and understanding the use and dispensing of medicine. It leads to the New Zealand Certificate in Pharmacy (Pharmacy Technician) (Level 5).</p>
<p>Certificate in Diversional Therapy and Community Health (Level 4)</p>	<p>This is a recently re-approved programme. It comprises 180 credits, 76 gross weeks/60 teaching weeks.</p>

	<p>The programme aims to provide domestic and international learners with skills and qualifications to enable them to work in New Zealand as a diversional therapist, recreational therapist, activities coordinator, activities officer, aged or disabled care worker, or special care worker. The programme includes a clinical semester which aims to cement the previous learning into best practice. It leads to the New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) with strands in Community Facilitation and Community Health Work.</p>
<p>International students: support and wellbeing</p>	<p>NZQA is committed to the responsible development and delivery of education to international students. It is essential to New Zealand's 'brand' to ensure that all students are adequately supported in their programmes of study. To that end, beginning from 1 August 2016, NZQA introduced a standard focus area for all EERs of TEOs that enrol international students. This focus area will examine how effectively Kauri Academy is discharging its pastoral care responsibilities towards its international students.</p>

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 pre-scoping meeting was conducted at Kauri Academy before the on-site visit. Two evaluators conducted the on-site enquiry over two days. The evaluators met with or interviewed by phone:

- The PTE director, academic manager, administration manager/pastoral care officer, programme leaders, tutors, clinical coordinator and marketing staff.
- The evaluators interviewed groups of current students from both focus area programmes and a group of recent graduates. These interviews were supplemented by information from graduate surveys and student surveys gathered by the PTE. Stakeholders interviewed in person or by phone represented hospital pharmacy, community pharmacy, and hospital/rest home dementia care services. Immigration New Zealand was also contacted.

The evaluators considered various documentation as part of the evaluation:

- A self-assessment summary and data on programmes and the volume of training and success rates across programmes since the previous EER. Components of the quality management system and related policy and procedure documents, surveys, meeting minutes, course outlines (including NZQA approval records), curriculum material, samples of students' marked work alongside assessment materials (sampled from PTE files).
- Moderation and assessment records, website and written guidance material.

A significant proportion of the documentation viewed was selected at random based on reference by staff to key tools and processes during the interviews or as a means to check compliance. (See Documents Appendix for more specific details of documents supplied.)

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Kauri Academy (NZ) International Ltd trading as Kauri Academy**.

Kauri Academy delivers relevant and current qualifications that meet a demand for health workers in New Zealand. The programmes are also well matched to students' aspirations and attributes: mature students with previous health-related training – mostly at graduate level – and/or employment.

Almost all students (around 97 per cent year-on-year) pass all courses in their programme and achieve the qualification on offer. Based on students' prior qualifications, and the programme duration (which includes practicum experience), the high pass rates are credible.

Most students obtain paid health-related work experience during the programme, and also complete structured, assessed placements. As a result, graduates gain employment in relevant roles in high numbers. This is actively verified by the PTE at a three-monthly and six-monthly follow-ups.

Academic quality is high, and the integrity of the assessment process is sound. The teaching staff are highly qualified, hold postgraduate qualifications in most cases and, collectively, have extensive international experience in health. The quality of teaching is well monitored, and improvements are evident based on review processes. The provider has strong networks with industry and the relevant professional bodies.

Stakeholders with a clear knowledge of the performance of students in practicum or as employees, and the PTE's systems for monitoring these aspects, speak highly of the provider. Some students do not meet employer requirements; most students perform very well. The transfer rate from practicum to employment is high.

Effective management at the PTE is reflected in an increasingly stable and well-led teaching team, investment in new, high-quality and spacious facilities, as well as specialist teaching resources to support student learning – for example, online journals and a training pharmacy suite. Growth and changes to programme delivery have led to some challenges (particularly in the Indian market), but these are being responded to convincingly.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Kauri Academy (NZ) International Ltd trading as Kauri Academy**.

Self-assessment at Kauri Academy is being used to understand and improve the performance of the PTE. It is strongest and more effectively documented at the programme and course level, for example very clear planning, delivery and assessment policies, procedures and practices for teaching staff to follow. It is also reflected in the academic management, functioning academic board and moderation systems as discussed in this report. The PTE's quality management system is also being used and policies are reviewed and updated from time to time.

Systematic and regular use of surveys as well as staff/student meetings provide ongoing, timely feedback to management about student satisfaction. Graduate outcomes are also obtained using formal and informal methods to understand outcomes. Data analysis and representation of findings could be improved.

Arrangements with industry to sustain quality and ongoing clinical placements are suitably documented and are operating well: the communications, monitoring and review processes around these placements reflect high-quality practices.

Self-assessment is weakest in relation to the review of implementation of the Education (Pastoral Care of International Students) Code of Practice 2016. This has led to some inaccuracies in general information provided to students, but there is no evidence that any other negative impacts have occurred. Nevertheless, the PTE is solely focused on delivery to international students and so should reasonably manage this better.

Findings¹

1.1 How well do students achieve?

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**.

Most students at Kauri Academy pass their courses and graduate. Qualification completion rates (Table 1) indicate that 95 per cent of students pass the health management diploma – 98 per cent in Diversional Therapy and 100 per cent in Pharmacy Technician.² There are few instances where students fail or are withdrawn because of disciplinary issues or change to another programme elsewhere. The details of each are known to staff, with suitable records maintained for external scrutiny. Staff and management track progress by individuals and by cohort (i.e. those entering every six weeks). Student progress is discussed at weekly programme meetings and results are ratified by an academic board.

Table 1. Kauri Academy enrolment and achievement data

Total enrolments	Total withdrawn	Current enrolments	Total graduated
Certificate in Diversional Therapy and Community Health (Level 4) February 2013-February 2017			
144	4	42	98
Certificate in Pharmacy Technician (Level 5) September 2015-February 2017			
83	1	78	4
Diploma in Health (Advanced) (Applied Management) (Level 7) May 2016-February 2017			
44	2	6	36

Source data: Kauri Academy learner management system (self-assessment summary)

Students enrolling in the programmes at Kauri Academy have in most cases prior education and experience in health-related occupations. Most have a two, three or four-year diploma or degree, having worked as nurses, registered pharmacists or in related ancillary roles in their home countries. Students and graduates convincingly described how their prior learning connects with the programme, and how the New Zealand health system differs from that in their home countries. For example, fundamental topics in anatomy and physiology or medicine are more familiar to students than are codes of ethics and other New Zealand protocols. Students also enrol having obtained a level of English language assessed as being

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

² Note that this excludes the small number of students (<10) who have discontinued their studies for whatever reason.

at IELTS (International English Language Testing System) academic level 5.5 (or equivalent). Based on this combination of factors, the high pass rates for a level 4 or 5 qualification taught over a period of 60-70 weeks, including practicum, are credible.

The majority of the students interviewed were also working part-time in health-related roles with good alignment to their course content, such as nurse aides, rest home activities assistants or, in some cases, in community pharmacies around Auckland. Kauri Academy has formal memoranda of understanding with a number of large health providers and hospitals. The resulting practicums help students to apply their learning a real-world context.

Academic controls around the rigour and validity of assessment at Kauri Academy are strong. All assessments are pre-moderated; all marked summative assessments are sampled and then checked by the academic director. An external moderation arrangement has been recently implemented with another provider also delivering pharmacy technician courses. This is a positive step. Moderation reports sighted show that an appropriately critical approach is being taken, which can only further strengthen marking. Instances of plagiarism have been detected (either by software checks or through the marking and moderating process), and a range of sanctions have been used, including awarding of fail grades and repeating of courses. As was indicated by the level 7 monitors, increasing the spread of external moderation is a necessary goal for Kauri Academy. However, overall, this evaluation also found that internal moderation processes are robust.

Some students apparently use Kauri Academy programmes as preparation towards achieving recognition as nurses in New Zealand – better data around this would be useful. Stronger, documented analysis at the course or module level around pass and fail rates is required to reveal any patterns or trends across the programmes being offered.

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 **Excellent**.

Based on consideration of the value students, their families and those they serve in their occupations as graduates gain when they are employed, the programmes considered in this evaluation offer excellent value.³

³ Granted, this is a reasonably narrow perspective given that source countries suffer a loss of human capital, and the working experience of these graduates in New Zealand may be challenging and sometimes relatively low paid, at least initially. See for example: <http://insitemagazine.co.nz/2016/09/01/indian-nurses-as-caregivers-in-new-zealand/>

Eligibility for a one-year graduate job search work visa after completing the programme is a common goal for almost all students. This fact is promoted in the PTE's marketing. Given the high demand for healthcare assistants and (to a lesser extent) pharmacy assistants in New Zealand, most realise this goal, gaining relevant employment. Their hope is to progress to better paying or higher-level roles more congruent with their home country qualifications – and there is evidence that some do.⁴ In doing so they meet a demand for workers in care of the elderly, and more recently as community or hospital pharmacy staff.

Kauri Academy has developed memoranda of understanding with a group of reputable employers across the health sector. Feedback provided to the evaluators from those overseeing placements and employing graduates was positive. Between 85 and 95 per cent of the Diversional Therapy and Community Health graduates (or the former programme) have gained employment, according to the PTE's survey data, and the majority of those are working in a field related to their qualification. All four pharmacy graduates have gained employment as technicians in 2017.

Kauri Academy collects outcomes data from graduates using a number of methods, including a survey.⁵ Considerable time and effort is spent contacting graduates to document their employment outcome or career progress. This information is held centrally, and seems reliable. The evaluators suggested more could be done with this data to present a more detailed picture to prospective students and other stakeholders about the number, range and quality of outcomes. That said, the evidence is strong enough, covering all years since the previous EER, and suggests a very close link between the programmes and the related labour markets. Self-assessment has improved, leading to better knowledge of outcomes. Students and graduates from the Diversional Therapy and Community Health programmes are encouraged by the recent lift in wages in that sector.⁶ This is somewhat diminished by proposed changes to work rights visas in New Zealand, which may have an adverse impact on their future prospects.

⁴ Pharmacy Technician is on the Immigration New Zealand immediate skills shortage list of occupations. Nursing support worker or care giver is not currently listed. In 2014 the New Zealand government supported the launch of resources and documents to help prepare workers and employers for (migrant) employment in New Zealand's aged care sector. In 2013, 31 per cent (in Auckland, 57 per cent) of caregivers were born overseas. Source: <http://skillshortages.immigration.govt.nz>; <http://insitemagazine.co.nz/2016/05/01/our-aged-care-workforce-should-we-be-looking-overseas-or-under-our-noses/>

⁵ With a response rate of approximately 70 per cent.

⁶ [\\$2 billion dollar pay equity settlement was announced for workers in home and community care, aged care and community residential support.](#) Source: Radio New Zealand

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 **Excellent**.

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

Course outlines, student handbooks and teaching plans all indicate careful planning and consistent delivery of the programmes as designed and approved by NZQA. Timetabling allows students to work part-time and attend 2.5 days for 20 hours of face-to-face teaching. Almost all students are taking the opportunity to work, and most are working in health-related roles (e.g. healthcare assistant, retail pharmacy assistant, care giver etc). Students are benefiting from exposure to the working and regulatory environments which relate closely to course content. In addition, self-directed learning time is being closely monitored, and specific topics and checks on participation are documented by both students and tutors.

Improvements made to the programme design and delivery arising from self-assessment include the recent initiative to break the day-long sessions into two (or more) topics, each taught by a specialist tutor. This is seen as providing a better teaching and learning experience, and has been welcomed by staff and students. Intentional surveying to monitor this change has occurred. Clinical placements are arranged around formal memoranda of understanding, and monitoring and visits are documented. Written and verbal feedback from the site supervisor is actively sought and is influencing the way the programme is delivered, with the content and the skills being emphasised. The structuring and attention to quality of the reasonably lengthy placements across focus areas is a stand-out feature of the course design. Effectively managing this course component is critical to achieving the hoped-for employment outcomes. The evidence indicates that it is being well managed, with evidence of responsiveness to stakeholder and student critique.

Investment in resources has increased. The new, larger premises has enabled development of a mock pharmacy where scripts can be filled in a realistic practice environment using pharmacy dispensing software and a compounding workspace. These facilities provide the opportunity for practical skills training which closely aligns with employer practices and expectations. All students also have access to a computer suite and online journals. Incorporation of bicultural content (as included in the New Zealand qualifications around which the programmes are designed) is appropriate and taught in an interactive way. Assessment events range from essays and exams through to verbal presentations to peers and multi-choice tests as applicable. Assessment design is appropriate and methods are suitably varied in relation to the level of each programme. Students say guidance around their progress is clear and useful.

In another response to a recommendation from the level 7 monitor's report, Kauri Academy has established an appropriate advisory group comprising professionals with current expertise relating to the programmes offered. This group met for the

first time in April 2017. Appropriate terms of reference have been developed and meeting minutes are kept. Along with the insights gained through structured placements, participation in professional bodies, and the programme content (which is designed to lead to New Zealand certificates) the programmes offered are relevant and up-to-date.

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 **Good**.

Kauri Academy provides a strongly supportive and well-ordered learning environment for the relatively small number of students enrolled. Teaching staff come from the health professions and bring a holistic approach to pastoral support. Effective mechanisms for communicating with students and attending to their opinions and aspirations are also documented, and these were confirmed in interviews with students and graduates. A common theme was that students were very actively involved in their course content, and the prevalence of passive lecture-type interactions was much lower than they had experienced in their previous tertiary studies.

Kauri Academy students have a representation group to facilitate communications with management and produce a regular newsletter. They are also active participants in the International Student Ambassadors programme with Auckland police. Student feedback gathered through regular surveys and 'Q and A' sessions have been responded to by management, particularly in regard to providing a more spacious teaching venue. Comments from students from both focus area programmes interviewed by the evaluators clearly support a view that students feel well supported, believe that high standards of ethical conduct and attendance are required, and are suitably involved in their learning.

Out-of-class excursions and activities, comfortable rest areas and food preparation facilities, and accessibility to staff (including those with a common first language) are all positive indicators of Kauri Academy's efforts to support students. Those requiring or desiring additional English language coaching have a weekly tutorial available. Provision of accommodation services is not a major theme – new students are assisted to find a suitable accommodation for their first two weeks, after which they use networks among other students and with homestay providers to find satisfactory accommodation. Given the accommodation pressures in Auckland, it would be reasonable for Kauri Academy to more closely monitor this.

Signatories to the Code of Practice are required to review their pastoral care practices and procedures against the code's outcomes. The PTE has carried out this review, but it was insufficiently rigorous and did not appear to involve all related staff. Some changes to student information (such as to the external appeals process) were not reflected in information provided to students. On the other hand,

evidence indicates that this gap has not led to harm or a breach: documented evidence showed that the PTE is attending to the enhanced requirements around managing the quality of education agents; students were clear on the 24-hour contact process for the PTE, and this is provided in writing to them; insurance coverage of students is monitored and maintained; and examples were noted where staff had exercised a particular duty of care, including networking with medical agencies and the police.

Staff assist students to obtain and/or present the required police vetting and/or vaccination records to placement hosts. Students are enabled to join either of the programme-related professional associations as student members.⁷ This is useful additional support. Most of the teaching staff are health professionals who have migrated to New Zealand (having gained or studying towards postgraduate qualifications here), and as such are very well placed to guide and support the students. A few social occasions have occurred and graduates maintain links with the PTE. Interaction between staff and students seems very open and positive.

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

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**.

Since the previous EER, management at Kauri Academy has successfully transitioned the PTE from a small-scale provider of mainly English language courses to a mid-scale, specialist health-related education provider. This has required strategic planning (although documentation at governance level was limited), programme development, changes to staffing, and investment in new resources. Needs assessment considered the skills required in New Zealand, the strengths and attributes of potential students from the PTE's principal source country (at that time the Philippines), labour market factors and visa requirements. Resources have been allocated to support educational achievement, align with New Zealand Government goals, and match student demand. This demand and growth has been managed reasonably conservatively, although the Indian market has created a serious issue for the PTE (high visa decline rates), as noted under TEO in Context.

Recently, the PTE transitioned from an earlier version of the Diversional Therapy qualification to the new qualification. Students were offered a choice of pathways to complete, and those interviewed said the transition process was well managed, as was the recent move to the new site. No interruptions to learning occurred during these processes. The new premises are of high quality – spacious, suitably

⁷ Diversional Therapy Association of New Zealand or New Zealand Pharmaceutical Association.

furnished, and all classrooms have ample natural light. The PTE's facilities are comfortable and conducive to learning.

Although there have been considerable changes in staffing over the last 18 months, the number of students enrolled and the teaching load across programmes is now such that tutors are increasingly employed full-time on permanent contracts. Maintaining this stability and familiarity with the PTE and programme goals will be important moving forward. Improvements here were also noted in the New Zealand Curriculum Design Institute annual accredited programme provider monitoring report.

Industry stakeholders interviewed by the evaluators described Kauri Academy as 'very professional' and easy to interact with. They also commented favourably on the ethics and values displayed by the PTE.⁸ In particular, they confirmed and highlighted the structuring and oversight of the clinical placements, and the responsiveness of Kauri Academy staff to ensure these matched needs, including those of the students.

There are areas of weakness in self-assessment noted in this report which, given the relative size of the organisation and the sharing of responsibilities, and the extent to which they can easily be managed, have an impact on the rating for capability in self-assessment here and on the statements of confidence.

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 **Adequate**.

Samples of student files selected at random and checked closely during this EER revealed that all necessary information on each student was accurate and readily accessible. This included pre-entry guidance and verification of entry criteria, including English test scores, formative assessments at enrolment, insurance and visas. No information gaps or concerns were identified. Entry requirements such as those stating that 'tertiary graduates and health care professionals who interact with patients are preferred' are being adhered to. The evaluators also sighted examples of disciplinary action taken to address attendance lapses by a few students. As far as could be determined within the scope of this evaluation, the programmes operate in a way that reflects the application for approval documentation presented to NZQA.

⁸ One example of this relating to self-assessment was where a health provider approached Kauri Academy for student placements. After a risk analysis, the PTE declined. That organisation is currently under investigation by the Labour Inspectorate which has filed a claim at the Employment Relations Authority.

Immigration New Zealand visited Kauri Academy twice in 2017 as part of their routine monitoring of TEO and student compliance with visa rules. This monitoring included checking enrolments, student records and attendance records (these checks were repeated during this EER). The Immigration New Zealand visits indicated that compliance with immigration requirements is being actively maintained and no follow-up visit is necessary. The matters relating to visa approvals for the increasing number of Indian students seeking admission are described under TEO in Context in the introduction to this report, but are relevant to also note here. That said, the PTE has a reasonably convincing, documented plan to address this, and elements of this have already occurred. It is still too early to state that the issue is resolved.

This evaluation identified a degree of ambiguity or uncertainty in the student handbook and approvals documentation around the awarding of the New Zealand Certificate(s) in Pharmacy. As this is a new programme (the first four graduates recently completed and all have obtained pharmacy technician jobs), the PTE has now clarified this matter with NZQA approvals and accreditation. This has led to no apparent disadvantage, but information sources need to be accurate.

The main issue affecting the ratings for this key evaluation question is the tardy updating of the student handbook and website information to reflect changed Code of Practice requirements. Management and staff were generally aware of this change, but had not yet updated student information. This seems to reflect some drift in responsibilities which occurred as the previous, long-serving academic manager left, another started, and the PTE also moved premises. The PTE is solely focused on delivery to international students and so should reasonably manage this better (see also comments in Findings 1.4 above).

Focus Areas

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

2.1 Focus area: Certificate in Diversional Therapy and Community Health (Level 4)

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

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

2.2 Focus area: Certificate in Pharmacy Technician (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 **Excellent**.

The main reason for the lower rating for performance in this focus area is the newness of the programme and the small number of graduates so far. To some extent, the programme is still being fully adapted for delivery (including the increased time in placement and the changes to course timetabling, both based on strong self-assessment of student and stakeholder needs). This is a specialised and vocationally focused programme which is attracting trained pharmacists. Outcomes into employment are at this point excellent, but may not be sustainable given the number of students enrolling.

2.3 Focus area: International students: support and wellbeing

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

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

Recommendations

Kauri Academy is performing well and actively using self-assessment to both understand and improve on their performance. As suggested in the report and by the ratings, there are areas identified that can and should be strengthened further. These include:

- Further strengthen both quantitative and qualitative analysis of achievement and outcomes data to ensure that trends and patterns at course/module level are monitored so that the fullest picture is available to all staff and prospective students.
- Continue to build an external and critical network of assessment moderators.
- Prioritise ongoing self-assessment in relation to the implementation of the Code of Practice. Roles and responsibilities within the PTE may need to be reconsidered, and the policy in the quality management system updated to reflect growth in numbers.
- Any ambiguity around the awarding of the New Zealand Certificate(s) in Pharmacy should be clarified to ensure that information provided to prospective and current students is clear and accurate, and that the correct certifications are awarded.

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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