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External Evaluation and Review Report

Royal New Zealand Police College

Professional Development –
Prevention (Intelligence Practice)

Date of report: 14 February 2020

About Royal New Zealand Police College Professional Development – Prevention (Intelligence Practice)

The Intelligence Practice Team of the Professional Development – Prevention business unit of the Royal New Zealand Police College (RNZPC), delivers the New Zealand Diploma in Intelligence Analysis (NZDIA). The Intelligence Practice Team manages the teaching and learning, assessment and delivery of the NZDIA for employees of the Combined Law Agencies Group (CLAG).¹

Type of organisation:	Government training establishment (GTE)
Location:	24 Papakowhai Road, Porirua, Wellington
Code of Practice signatory:	No
Number of students:	58 domestic students at the time of the evaluation
Number of staff:	Four full-time equivalents
TEO profile:	See: New Zealand Police Training Service Centre
Last EER outcome:	Highly confident in both educational performance and capability in self-assessment
Scope of evaluation:	New Zealand Diploma in Intelligence Analysis (Level 6)
Significant changes:	The NZDIA replaced the National Diploma in Intelligence Analysis (Level 5). The purpose of the qualification is to provide the wider intelligence community with technical skills for analysing intelligence within a complex and dynamic context. The level 5 NDIA will no longer be available after 31 December 2019.
MoE number:	7207
NZQA reference:	C34770
Dates of EER visit:	The EER was conducted over two site visits: 9 and 10 July 2019, and 3 October 2019

¹ The Combined Law Agency Group is a national information, intelligence and resource-sharing entity, made up of 16 regional groups, comprising 19 law enforcement and intelligence agencies.

Summary of Results

The NZDIA supports practitioners of intelligence to upskill and develop their competencies to practise intelligence analysis in a variety of contexts. The diploma is well managed, supported and reviewed to ensure students achieve. As the level 6 NZDIA diploma is relatively new to the portfolio of the RNZPC, and there have been some educational performance weaknesses in the initial delivery of the level 5 NDIA, review practices should continue to be monitored and strengthened.

Confident in educational performance

Students gain a relevant qualification and develop useful skills and tools in intelligence analysis applicable to their professional contexts.

The value of outcomes is strong for students, key stakeholders and the wider practising intelligence community. Qualified graduates work with important and high-stakes concerns within their various fields of work.

Confident in capability in self-assessment

Previous delivery of the National Diploma in Intelligence Analysis (Level 5) was identified by the Intelligence Practice Team as not fit for purpose, as resourcing and management of assessment was not meeting the needs of students and stakeholders. However, the programme leading to the newly introduced (replacement arising from TRoQ) New Zealand Diploma in Intelligence Analysis (Level 6) is fit for purpose.

Students are well supported throughout each phase of the programme, with access to appropriate resources in an inclusive learning environment.

Management of the NZDIA effectively supports educational achievement. Governance and management of the RNZPC effectively supports management of the Professional Development – Prevention unit and the Intelligence Practice Team.

Some effective self-assessment practices have informed programme review and change, curriculum design and delivery, and programme management of the diploma.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The NZDIA is delivered and assessed in three phases³ through a blend of workplace learning and application and classroom learning at the RNZPC.</p> <p>Achievement as expressed through pass rates and student progress through the phases is generally strong. The programme also maintains good retention. Four cohorts have completed Phase 1: pre-course and induction. Twenty-six students had completed the NZDIA in its entirety at the time of the evaluation. They come from agencies including the Department of Corrections, Ministry of Primary Industries, New Zealand Customs Service, New Zealand Defence Force and the RNZPC. Students acquire useful and relevant skills and knowledge to develop their careers relevant to intelligence analysis.</p> <p>Student progress is tracked and monitored by the trainers. The Skills Organisation, the industry training organisation responsible for the training arrangements of the diploma, is provided with a student progress report every month. Staff oversight of students' progress, knowledge of factors impacting learning, and implementation of strategies to support student achievement are all sound.</p>
Conclusion:	The NZDIA generally maintains strong achievement. Students acquire useful and relevant skills applicable in their professional context.

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

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The main focus of the NZDIA is the training of intelligence practitioners. Within the RNZPC it is predominantly police employees employed as analysts who require the qualification. Other students enrolled are working in intelligence roles within agencies that are part of the Combined Law Agency Group (CLAG). The qualification serves a range of departments and contexts, streamlining intelligence training and practice in the sector.</p> <p>Some students come to the programme with a university qualification, although this is not a criterion for entry. Some have worked in the sector for many years but have never had formal intelligence analysis training. Many practitioners who enter the programme are new to intelligence and have neither experience in intelligence nor of the organisation they have joined. The NZDIA is part of the training for these new analysts in most cases.</p> <p>Students value the opportunity to participate in relevant training to complete induction to the sector or gain promotion. Stakeholders and employers consider the qualification to be high quality and integral to the streamlining of intelligence practice in the sector.</p> <p>Students who are external to the RNZPC find value in the networking opportunity with other intelligence analysts who are often otherwise working in an isolated role.</p> <p>Ongoing stakeholder engagement is a priority in the delivery of the programme. Employers and managers within the CLAG are asked to nominate contextual topics for Phase 3 of the diploma. This is an effective way of aligning relevant knowledge to the curriculum and ensuring development of appropriate skills for students to use at their respective agencies.</p> <p>Trainers and management of the NZDIA aim to produce graduates who are self-motivated and capable of leading intelligence projects in the demanding context of intelligence analysis work.</p>

	Graduate outcomes are aligned with the overall RNZPC ethos of building resilience in law enforcement workers.
Conclusion:	The value of outcomes for students and key stakeholders is excellent. Trainers have a strong relationship with the CLAG to ensure outcomes are useful for the student and their agency.

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:	<p>The trainers of the diploma maintain the design of the new fit-for-purpose qualification through planning, administration and development of suitable teaching and learning resources.</p> <p>Students are surveyed on the relevance of the phases of the diploma and the alignment of the transfer of learning to their professional contexts. The flexibility of the programme design allows the trainers to modify it if transfer of learning is not occurring. The involvement of the CLAG in the design of the diploma assures that the needs of students and relevant stakeholders are being met.</p> <p>Since the last EER, some students of the level 5 NDIA were disadvantaged due to a longer than average wait time for return of assessments. This was a result of mismatch in capacity, workload and resources. However, assessment for the level 5 NDIA has been well managed for the past 18 months, and delivery of this programme ceased in late 2017. The situation at present is that management of the post-course component of that delivery has been resolved. Processes have been put in place to ensure the prevention of future backlogs of assessments.</p> <p>Self-assessment enhances the design and delivery of the diploma, with modifications made based on student and stakeholder feedback.</p>
Conclusion:	Programme design, delivery and assessment are currently meeting the needs of students and stakeholders. Teaching and learning activities and delivery are relevant and modified where needed. Despite the variability of historical assessment issues in

	the level 5 NDIA, gaps identified have largely been resolved for the new cohort in the level 6 NZDIA.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The trainers have created a supportive learning environment throughout the phased structure of the programme. The recent introduction of a Kaiārahi role – to foster a style of leadership to enhance student support – further supports all students in their learning. The Kaiārahi focusses on enabling people to be the best they can be, and gives students the skills and understanding to make a difference in the workplace and to have the subject matter expertise to facilitate a process of peer review in group activities. Furthermore, the Kaiārahi champions, through example, best practice and continued professional development.</p> <p>Despite the role still being in development and only recently being introduced into the core programme, students reported a sense of reassurance about having a relevantly experienced support role available.</p> <p>Students receive resources and sufficient information to support each phase of the programme, including orientation information, pre-course activities, workbooks, student handbook, regular newsletters and access to trainers. All NZDIA students have access to RNZPC facilities and are provided with access to technology (e.g. individual laptops).</p> <p>The wellbeing of students is informally monitored during their time in the programme. The diploma includes components of resilience and metacognitive learning strategies, helping students in the often stressful and high-stakes workplace.</p> <p>The Intelligence Practice Team actively considers ways to ensure learning environments are safe and inclusive. In the context of the NZDIA, trainers have considered group dynamics and supportive learning experiences for the residential phase of the diploma.</p>

	Students are regularly surveyed and given the opportunity to provide feedback on any aspect of their experience, which helps to improve overall programme design.
Conclusion:	Appropriate support is in place for students from a range of contexts. The Kaiārahi role is still being developed but is of significant value. Students have access to a range of support resources from within their own agencies and through RNZPC.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The purpose of the NZDIA is clear and is supported by effective leadership within the Intelligence Practice Team and at the higher governing levels of the RNZPC.</p> <p>Deep and wide-ranging change is occurring in the approach to education and training at the RNZPC. Review and reflections have been self-identified as necessary following major critical incidents. All this has high relevance to the NZDIA, the importance of which has only increased since it was launched.</p> <p>Currently, a review is being undertaken by New Zealand Police as part of 'Transforming Intelligence 2021' (Ti21). A component of the review will look at the Intelligence Practice Team's delivery of the NZDIA. Trainers of the NZDIA are competent, well qualified, experienced and appropriately supported by both the management of the Intelligence Practice Team and the RNZPC. Self-review of the Intelligence Practice team is aimed at rolling out any refinements of the current programme to be in place by the new financial year starting 1 July 2020.</p> <p>The lessons already learned from delivery and management of the level 5 NDIA were the main driver behind the design, development and delivery changes of the level 6 NZDIA.</p> <p>Those candidates who are currently, or have recently been engaged with the NZDIA have not had any issues, delays or been impacted by any resourcing or management of assessment.</p>
Conclusion:	Governing strategies of the RNZPC are well aligned to the Professional Development – Prevention unit and the NZDIA.

	Policies, processes and the experience within the Intelligence Practice Team support educational achievement. Some resourcing limitations have impacted both the student experience of those in the level 5 NDIA, but have been overall well managed as to not affect the level 6 NZDIA students.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The RNZPC effectively manages its important compliance responsibilities overall which supports compliance within the NZDIA.</p> <p>The Intelligence Practice Team is responsible for the quality and compliance of the NZDIA including health and safety.</p> <p>NZQA rules are adhered to, learning hours are delivered as approved, and unit standards are being reported accurately by The Skills Organisation.</p>
Conclusion	The RNZPC is managing its important compliance responsibilities as required by NZQA.

Focus Areas

2.1 Focus area: New Zealand Diploma in Intelligence Analysis (Level 6)

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.

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

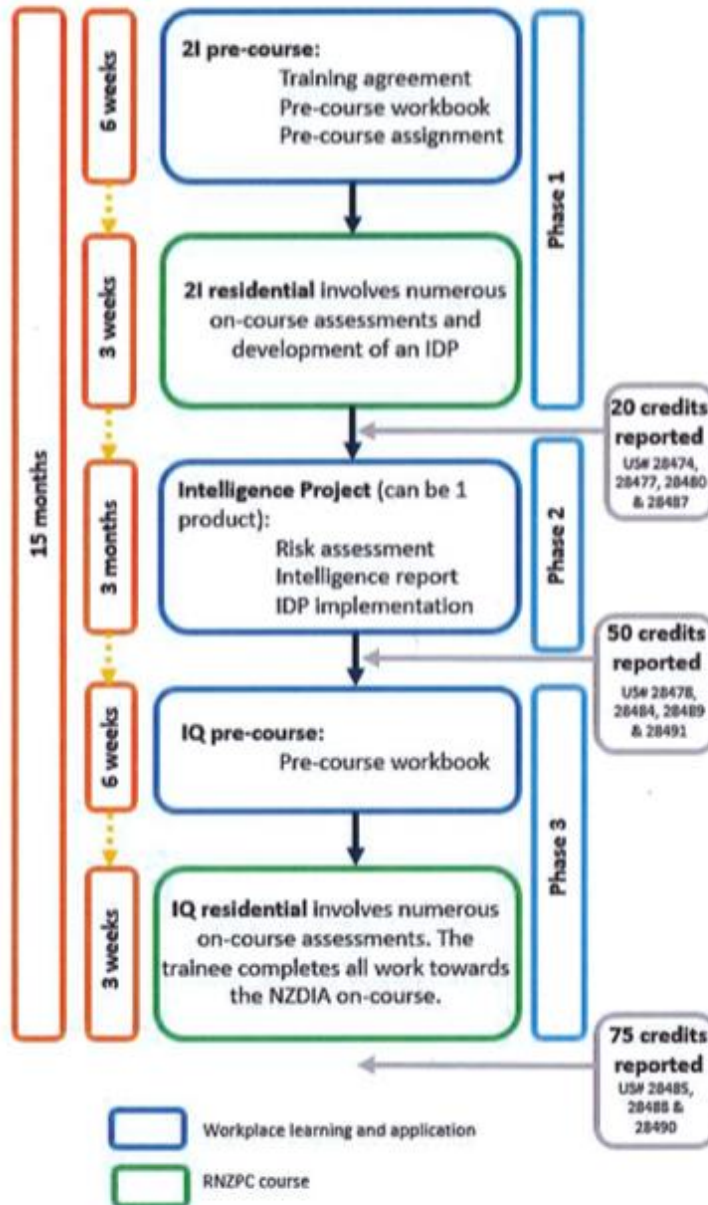
Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix 1

A visual representation of the NZDIA



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 fraud⁴*
- *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.*

⁴ 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 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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

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

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

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

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

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

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

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

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz