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# External Evaluation and Review Report

Sue's Unlimited Limited (trading as  
Sue's Computer Training Company)

Date of report: 30 August 2021

# About Sue's Unlimited Limited (trading as Sue's Computer Training Company)

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*Sue's Computer Training Company (Sue's) is the only registered training organisation in New Zealand delivering a medical transcription programme, leading to the qualification, New Zealand Certificate in Medical Transcription and Editing (Level 4), of which Sue's is also the qualification developer. The programme is delivered online.*

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Type of organisation:	Private training establishment (PTE)
Location:	112 Osprey Drive, Welcome Bay, Tauranga (main office)
Code of Practice signatory:	No
Number of students:	Domestic: 23 (as of June 2021) International: nil
Number of staff:	One full-time, two part-time
TEO profile:	See <a href="#">Sue's Computer Training Company</a> on the NZQA website.
Last EER outcome:	In 2017, NZQA was Highly Confident in Sue's educational performance and Highly Confident in its capability in self-assessment.
Scope of evaluation:	New Zealand Certificate in Medical Transcription and Editing (Level 4) (Programme 121450)
MoE number:	7318
NZQA reference:	C45298
Dates of EER visit:	29 and 30 June 2021

# Summary of Results

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*Sue's is a key player in the medical transcription industry in New Zealand. The PTE produces employable graduates who have the right skills and knowledge, thereby benefiting the employers and the clients they serve.*

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## **Highly Confident in educational performance**

Sue's is a small PTE delivering an online programme, with three staff including the managing director. An open and collaborative organisational culture is effective in supporting educational performance and achievement.

The course completion rate is strong and has an upward trend for the last four years. The sound internal and external moderation process and positive results provide confidence in the achievement data.

## **Highly Confident in capability in self-assessment**

Being the only registered training establishment delivering an approved programme on medical transcription in the country, Sue's holds a unique position and a good reputation in the industry. The programme is seen as credible.

The online programme is well structured, with learning activities that keep students engaged. Sufficient academic support relevant to the online context is provided to students. Sue's also endeavours to provide non-academic support, with the wellbeing of students one of its main concerns.

Key compliance accountabilities are managed well.

Self-assessment practices are comprehensive and contribute towards organisational improvement and achievement.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Over the last four years (2017-20), Sue's has been achieving in an upward trend and generally meeting the internal target of 80 per cent. Course completion is as follows: 71 per cent (2017); 74 per cent (2018); 74 per cent (2019), and 87 per cent (2020).</p> <p>Student progress and achievement is monitored and analysed on a regular basis. Sue's understands individual achievement as well as achievement by cohort. It has a good understanding of the factors impacting non-achievement and withdrawals, and works with students to give them options to reach their goals and gain their qualification.</p> <p>Most of the cohorts are mature students wanting an alternative career pathway, with Māori, Pasifika and under-25 students in the minority. There has been mixed success for the Māori and Pasifika students, with higher withdrawal rates. The online nature of the programme has not traditionally attracted these groups of learners. Appropriate support is given to students to ensure all alternatives are exhausted before they decide to withdraw from the programme.</p> <p>The skills and competence gained by the students are useful and transferable, including research skills, goal-setting, time management, self-management and discipline.</p>
Conclusion:	Course completion is within the set internal target. Student progress and achievement is monitored and analysed, leading to meaningful data which informs the PTE.

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

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Sue's is well-networked and its programme has a good reputation in the industry. Two big industry players only employ Sue's graduates for their medical transcriptionist vacancies directly post-graduation, i.e. there is no requirement to have work experience which is the standard requirement in the industry. This is a good illustration of the employability of the graduates of Sue's, and the high value placed by employers in its programme.</p> <p>Employers interviewed for this EER attested that Sue's graduates come with good foundation knowledge and the right attitude for the job. Graduates gain a qualification that is transportable and can be used in similar roles in other countries.</p> <p>Sue's conducts graduate surveys to understand valued outcomes and the destinations of its graduates. With a 57 per cent response rate in the last four years, the majority of respondents confirmed positive graduate destination outcomes, i.e. graduates are working as medical transcriptionists or in related fields. With Sue's networks within a niche industry, there is potential to improve self-assessment practices in this area, as well as response rates, by considering other ways of gathering data from graduates and stakeholders.</p>
Conclusion:	Sue's provides valuable outcomes to graduates, employers and other stakeholders in this niche industry. Self-assessment could be improved by considering other ways of gathering data from graduates.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Sue's level 4 programme is the only approved programme on the NZQF<sup>2</sup> leading to the qualification New Zealand Certificate in Medical Transcription and Editing (Level 4) [Ref: 2970], of which Sue's is also the qualification developer. This dual role of qualification developer and programme owner means that Sue's is on top of ensuring relevance and currency, and that each is in alignment with the other in terms of outcomes. There is evidence that industry input is well-considered in both qualification and programme review. A new edition of a key textbook was released early in 2020, and this led to extensive updates to the course material to reflect the changes in the new edition.</p> <p>The programme is well-structured, in that the learning topics build on the generic/foundational area to more technical modules. Learning activities are robust and effective in engaging students. These include theory and practical learning, forum discussions with assistance from the programme facilitator, and self-reflections.</p> <p>Formative assessments provide students with ample opportunities to prepare for final summative assessments. The facilitator provides constructive feedback which gives good guidance for students. Sue's has sound internal and external moderation systems which contribute to the continuous improvement of programme delivery and assessment.</p> <p>The programme is well-resourced, and appropriate and effective tools are used in learning, such as relevant software programmes, Moodle, and textbooks.</p> <p>Students have the opportunity to give feedback about the programme, not only in their end-of-course evaluation but also informally through email or forum discussions.</p>
Conclusion:	The programme is designed and delivered in an effective way which matches the needs of students and other stakeholders.

<sup>2</sup> New Zealand Qualifications Framework

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Sue's has a robust enrolment and selection process. Sufficient and clear information is provided to prospective students in order to manage their expectations. They are also given guidance in learning via distance mode and managing their workload well.</p> <p>The online forum allows students to engage with and support each other. There is regular access to the programme facilitator. The managing director and administrator also regularly check on each student and monitor their progress, and discussion regarding progress take place when needed. This ensures students are provided with guidance in a timely way.</p> <p>Particular assistance is afforded to some of the students' circumstances, to support them to continue with their studies. For instance, extensions are given to some students with health problems, and an option to move from full-time to part-time learning is given to students whose work hours leave insufficient time for their studies.</p> <p>Sue's is also responsive to students' wellbeing, and supports students even in non-academic concerns. Sue's refers students to relevant support agencies when needed.</p> <p>The weekly progress monitoring, as well as the online forum activities, is an effective indication for Sue's to gauge students' engagement. Feedback from students, either informally or through the end-of-course survey, informs Sue's about the value of the support provided.</p>
Conclusion:	Sufficient support relevant to the online context is provided to students.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Sue's organisational purpose and direction is clear – for many years it has focused on a specialised programme of study, providing a good understanding of the industry context, serving employment needs, and forging close connections with industry.</p> <p>Management is effective in both strategies and operations, and has created a team that works cohesively and closely. As a small team, business continuity is important, and systems are in place to ensure this. Staff are well-qualified and experienced, and feel valued. Relevant professional development opportunities are pursued by staff, including industry networking, a workshop on compliance accountabilities (e.g. the recently introduced domestic Code of Practice), Treaty of Waitangi workshop, and relevant marketing strategies.</p> <p>There are sufficient resources and support for teaching and learning.</p> <p>Sue's has a sustainable business model and there is evidence that it continues to be financially viable.</p>
Conclusion:	Management is effective in supporting achievement and keeping true to the organisational purpose and direction.

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Sue's manages all its key compliance accountabilities effectively, with oversight by the managing director. These include:</p> <ul style="list-style-type: none"> <li>• All NZQA attestations being submitted on time, including that for the interim domestic Code</li> <li>• Tertiary Education Commission compliance responsibilities</li> <li>• Robust systems for internal and external moderation</li> </ul>



	<ul style="list-style-type: none"> <li>• Programme being delivered as approved</li> <li>• Up-to-date and live policies and procedures.</li> </ul> <p>The close working relationship between the managing director, administrator and programme facilitator provides for an effective system in place to ensure Sue's is on top of its compliance accountabilities.</p>
Conclusion:	<p>Good systems in place and the close working relationship of staff ensure compliance accountabilities are managed effectively.</p>

## Focus Areas

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

### 2.1 Focus area: New Zealand Certificate in Medical Transcription and Editing (Level 4)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 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 Sue's Unlimited Limited consider alternative ways of gathering student and graduate feedback to improve response rates and therefore gather more accurate findings.

## 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

## 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<sup>3</sup>*
- *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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<sup>3</sup> 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](http://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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