

Report of External Evaluation and Review

New Zealand School of Radio Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 24 February 2015

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Final Report

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:	New Zealand School of Radio Limited
Type:	Private training establishment (PTE)
Location:	Level 1, 30-34 Grey Street, Tauranga
Delivery sites:	NA
First registered:	13 March 2000
Courses currently delivered:	<ul style="list-style-type: none">• National Certificate in Radio (Foundation Skills) (Level 3)• Commercial Broadcasting (in-house qualification not registered on the New Zealand Qualifications Framework)
Code of Practice signatory:	NA
Number of students:	Domestic: 17 equivalent full-time students of whom four identify as New Zealand Māori, one as Tongan and one as Cook Island Māori.
Number of staff:	Three full-time equivalents
Scope of active accreditation:	As well as the National Certificate in Radio (Foundation Skills) the organisation is accredited to assess to level 5 on the Electronic Media/Radio domain.
Distinctive characteristics:	New Zealand School of Radio was part of the New Zealand Radio Training School but separated when the Auckland and Wellington campuses were brought by Whitireia Polytechnic. As well as delivering the national certificate, NZ School of

Radio delivers Gateway programmes online to schools, and other short courses and workshops in the TV and radio fields.

Recent significant changes: The organisation has new premises that include two on-campus radio stations and a TV studio.

Previous quality assurance history: At the previous external evaluation and review (EER) in December 2010, NZ School of Radio was judged Highly Confident in educational performance and Highly Confident in capability in self-assessment.

2. Scope of external evaluation and review

The scope of the EER consisted of the following focus areas:

- Governance, management and strategy – this is a mandatory focus area
- National Certificate in Radio (Foundation Skills) (Level 3) – this is the main Tertiary Education Commission (TEC) funded programme offered by the school.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The evaluation team of two visited the NZ School of Radio's campus in Tauranga over a day and a half. Interviews were conducted with the managing director, the director/IT manager, the on-air tutor, the administrator and the students currently studying. A range of external stakeholders, including graduates, were interviewed by phone. A range of documentation was reviewed including planning documents, the quality management system, course evaluations and analysis, achievement data, correspondence with stakeholders regarding work experience and internships, external moderation records and other programme documentation.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **New Zealand School of Radio Limited**.

NZ School of Radio is delivering an industry-focused qualification that is providing valuable outcomes for learners, graduates and industry. The organisation has consistently high achievement and a high rate of graduates gaining employment in the radio industry. In 2013, all learners successfully achieved the national certificate and approximately 70 per cent moved either to relevant employment or an internship.

A key feature of NZ School of Radio is its ongoing engagement with the radio industry. Engagement is regular and informs programme development and results in work opportunities for learners. Scheduled guest lecturers, with a range of expertise, also provide up-to-date information for learners. Consequently, the skills learned are relevant and current.

The programme is very practical and learners have a range of opportunities to apply their new knowledge and skills in the on-campus studios and through work experience and internships. The course delivered offers skills over and above those assessed through the national qualification, with content strongly aligned to prepare graduates for work in a radio station.

While there are some gaps in teaching expertise and programme design, these are well managed and are not having an impact on learner achievement or outcomes.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **New Zealand School of Radio Limited**.

NZ School of Radio has a range of processes in place that ensure it has a good understanding of its own performance. There is regular engagement with industry, and learners are also given a range of opportunities to provide feedback. There was good evidence that processes and practices around teaching, guest lecturers, work experience and internships are reviewed regularly. Feedback is used to make improvements, with the evaluators seeing examples of improvements to both content and programme delivery. The organisation recognises where it has skills gaps and manages this through engaging external expertise.

The organisation is small and it is to be expected that a number of processes are relational and informal. However, the organisation is also reliant on key personnel, and the quality management system could be updated to make clear the important stakeholder engagement work that occurs.

While learner achievement is monitored closely at both the individual and cohort levels, the school could benefit from stronger analysis of accumulated achievement data. However, given the small number of learners, this lack of wider analysis is not significant and it is clear that the organisation's programme and activities, and learner achievements and outcomes, are regularly reviewed and the findings are used to inform planning and improvements.

Findings¹

1.1 How well do learners 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**.

Achievement in the National Certificate in Radio has been consistently high, with course completions ranging from 89 to 100 per cent for the years 2011 to 2013. These rates compare strongly with sector averages for courses at levels 3 and 4. In addition to their qualification, learners are achieving a range of skills associated with working in broadcasting, and these are acknowledged through the award of an in-house qualification. Employers, graduates and learners attest to the attainment of relevant work-ready skills.

The organisation monitors learners' achievement closely and has a good understanding what each learner needs to do to complete their course of study. Small classes mean that the key staff members know learners individually and understand why some learners in the past have not been successful or needed more time to complete. The collation and analysis of data could be improved and may show trends or patterns that could inform programme developments.

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

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

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

NZ School of Radio has been collecting destination data for graduates for a number of years. This shows that approximately 80 per cent of graduates gain employment in radio, some via internships. While not all of these graduates remain employed in the industry, a significant number do, and others move to further education. Along with high qualification achievement rates, this graduation data demonstrates that the majority of learners gain excellent value in terms of relevant employment outcomes.

A significant proportion of the managing director's time is spent liaising with radio stations, and finding work experience, internship and employment opportunities. These strong connections with industry also ensure that learners are kept abreast

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

of industry trends and developments. The learners are introduced to the range of roles available for those employed in the radio industry, and steered towards those they show the most aptitude for. As noted above, industry stakeholders attest to the work-readiness of graduates and remarked on their depth of knowledge for what is a relatively short programme. The organisation regularly seeks feedback from radio stations to understand how well the interns and graduates are doing, and this information is used to plan improvements.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

Hands-on radio experience, work experience opportunities and internships are offered to learners who study at NZ School of Radio. Learners are introduced to a range of skills and given multiple opportunities to practise them in a realistic setting using the school's two radio stations and television studio.

Industry engagement is ongoing and robust. In response to feedback, the programme is reviewed and updated. Recent examples of this include the addition of social media awareness and an increased focus on copywriting. Guest lecturers are a key feature of the programme, ensuring expertise from across the sector is accessed by learners.

The organisation is clear about the skills required by learners to enable them to successfully achieve. For example, a high level of English is required to be demonstrated on enrolment, as is a commitment to working hard during the intensive six-month programme. A high retention and achievement rate indicates that the programme is matching learner needs well.

Learners are given multiple opportunities to give feedback about their course and teaching, including through one-to-one interviews, a class representative and regular course evaluations. It is noted that learners would like an opportunity to give feedback anonymously, but no outstanding issues were raised with the evaluators. Although a number of targeted strategies have been implemented, it is not clear how well the needs of Māori learners are being met.

1.4 How effective is the teaching?

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

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

The organisation is working with an inherited curriculum and has been holding off revision until the qualifications have been through the mandatory review process (the NZQA-led Targeted Review of Qualifications). Consequently, there are a mix of standards-based and achievement-based assessments that potentially could be integrated to reduce the large number of assessments required to pass the national qualification and in-house programme.

However, learners are clear about the schedule of assessment and do not think that the workload is excessive. Learners receive formative and summative feedback and understand what they need to do to achieve. A key feature of formative assessment is the use of air-checks, to review and improve learners' on-air skills. Moderation processes are strong, and external moderation records show that the organisation is meeting national standards, and using moderators' feedback to make quality improvements where necessary.

Course evaluations, observations and internal moderation processes are used to review and understand teaching effectiveness. The school acknowledges a gap in terms of personnel with a strong understanding of adult teaching and learning principles. Currently, this is managed through accessing external expertise, although a significant amount of support will be required when the programme needs revision, after the mandatory review process is completed.

1.5 How well are learners guided and supported?

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**.

At any given time, NZ School of Radio has only a small class of learners on campus. Individual support is given and this begins at enrolment. Interviews with each enrollee ensure that they clearly understand what the programme is and is not, and that they have the support of their family to study.

All learners are clear about where to go for support and appreciated the one-to-one attention they got at the school. As noted above, there are multiple opportunities for learners to give feedback, and the evaluators saw examples of how feedback was collated, discussed and responded to. A notable feature of the programme is the one-to-one meetings held by the managing director with each learner. Learner progress is discussed and individuals' skills and talents are highlighted. Information gathered from assessments and interviews is used by the managing

director to arrange work experience and internship opportunities. Learners clearly valued this support.

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

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

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

NZ School of Radio is a small, focused training organisation with a clear purpose and direction. There is good evidence of planning and proactively seeking opportunities to grow and improve. For example, the organisation has continued to expand its Gateway programme for schools and has also recently set up a television studio to add to its training opportunities.

The organisation works closely with industry, with the directors and tutors having strong links with both national and local radio stations and with a major television station. A core group of industry advisors supports the directors with planning, as does a business mentor. It was of some concern to the evaluation team that a number of key engagement processes used by the managing director are not clearly articulated in the quality management system or other documentation. However, in general, processes are clear and well managed.

The small management team has a strong focus on matching stakeholder needs. The ongoing robust engagement with the radio industry and learner-centred educational processes are reflected in the high achievement rate and valued outcomes for graduates and their employers.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: National Certificate in Radio (Foundation Skills) (Level 3)

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

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

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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Final Report