External Evaluation and Review Report

New Zealand School of Radio Limited

Date of report: 8 April 2019

About New Zealand School of Radio Limited

The New Zealand School of Radio (NZSR) provides a blended-delivery, 20-week programme in radio and related industries like television. It provides on-job training, internships and resulting opportunities for employment.

Type of organisation:	Private training establishment (PTE)
Location:	Level 1, 30 Grey St, Tauranga
Code signatory:	No
Number of students:	Domestic: 15 equivalent full-time students (EFTS) in 2018 – 28 students (13 funded by the Tertiary Education Commission (TEC),13 non-funded, two fees-free). No Māori or Pasifika students 2017/2018.
Number of staff:	Two owner-directors, one manager and part-time tutor, one full-time tutor, and over 20 guest tutors and speakers from radio and related industries.
TEO profile:	See: NZQA - New Zealand School of Radio; training includes on-air announcing, voice-analysis, promotions, creative writing, production, sales and marketing, and television presenting. NZSR has two 24/7 radio stations on campus.
Last EER outcome:	Highly Confident in educational performance and Confident in capability in self-assessment in 2014
Scope of evaluation:	Governance, management and strategy; National Certificate in Radio (Foundation Skills) (Level 3) (69 credits)
MoE no.	7326
NZQA reference:	C28570
EER visit:	19 and 20 November 2018

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Summary of Results

NZSR comprehensively meets the most important needs of students and all key stakeholders. It has highly effective processes which contribute to highly valued outcomes. There is very strong evidence that exceptional performance will continue, guided and informed by effective self-assessment.

Highly Confident in educational performance

- A very high proportion of students complete programmes and qualifications.

- The value of outcomes for students and key stakeholders is very high.

- Personal and transferable skills gained help ensure students are work-ready, highly employable graduates.

- Programme design and delivery, practical learning activities and assessment match student and stakeholder needs very well.

- Students are very effectively supported and involved in their learning.

Confident in capability in self-assessment

- Governance and management are highly effective in supporting educational achievement.

- Records clearly show high levels of student achievement.

- Robust self-assessment of student and tutor performance contributes to improvement.

- Non-aggregation of data limits full understanding of performance.

- Benchmarking against other tertiary education organisations may help improve already high achievement.

- Important compliance accountabilities are managed very effectively, based on mostly robust self-assessment.

Key evaluation question findings[1]

1.1 How well do students achieve?	
Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	NZSR students have achieved consistently high programme and qualification completion rates for 2015-2018 (average of 98 per cent for programme completions and 95 per cent for qualification completions). NZSR was able to account for completions variations – based on its academic and personal knowledge of individual students studying in small cohorts, and whose achievement increased in 2017 and 2018.

NZSR provided detailed achievement data by cohort, gender, Māori/Pasifika/Pakeha and age group. Māori and Pasifika students' completion rates have been comparable with non-Māori and non-Pasifika students.[2] The low numbers of all students in each cohort (and even over a year) inflates the impact of individual non-completions on achievement rates. This limits the drawing of reliable conclusions from the data. There was evidence of use of such data, along with other self-assessment, contributing to monitoring and continuous development of already highly effective tutor performance.

More attention to achievement data aggregated over longer periods of time would provide better opportunities for analysis and possible further improvements. NZSR does not benchmark its performance against the other four organisations that deliver the same programme, another possible source of data the PTE could use for improvement purposes. |
| Conclusion: | A consistently very high proportion of students complete practically based courses, programmes and qualifications. |

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[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] Three Māori students, one/25 Pasifika in 2015; five Māori students, 0/27 Pasifika in 2016.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Students gain a wide range of radio-specific and related transferable skills. These skills are based on real-world experience at NZSR, industry visits and internships. Around 60 per cent gain employment in radio on graduation. The practical, skills-based training and internships which NZSR goes to great lengths to arrange, contribute significantly to this. Students are guided into roles that match their skills and interests. NZSR graduates are recognised for their immediate work-readiness and levels of practical performance. This has seen some university students on graduation go to NZSR to gain further practical skills. Students, graduates and NZSR showed evidence of real and genuine gains in areas such as personal confidence, improved communication and social skills, teamwork and related well-being. NZSR is aware that in addition to radio, NZSR graduates readily gain employment in other areas of communications media. A small number of NZSR graduates go on to further study in radio or related fields, mainly in universities. NZSR has three and six-monthly post-graduation employment data by cohort from 2011. This shows the high proportion of students who gain employment in radio and is readily able to be aggregated. However, the data does not show radio employment more than six months after graduation. It also does not show employment in relevant related fields such as television, marketing and communications. NZSR has a wealth of current employment information through direct contact, networking and social media which it could readily quantify and use to show and promote its significant success.
Conclusion:	NZSR provides highly valued outcomes for students and stakeholders. It holds relevant detailed information that has not been fully processed to further demonstrate met needs.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Programme design and delivery, and learning and assessment activities match the needs of students and industry stakeholders very well. The NZSR programme is comprehensive, practically based and intensive. Students appreciate and value the variety and flexibility of the programme within a clear structure and approach. NZSR exposes students to industry guest speakers and successful graduates almost weekly in addition to well-qualified and experienced tutors. Internships are an integral part of the programme and are available to all students. Learning and unit standards-based assessment are integrated, active and engaging. Assessment is continuous and ongoing. It includes regular attention to detail such as spelling and grammar, and microphone craft and pronunciation. NZSR formally moderates a sample of unit standard assessments and assessment decisions each year. Most assessments and any issues are quality assured by more than one person, usually the tutor(s) and the manager. Delays by the industry training organisation responsible for external moderation of assessments contributed to NZSR seeking external quality assurance from an institute of technology and polytechnic, but this was informal. NZSR has begun formalising moderation since NZQA's recent approval of a level 4 programme. External moderation results pursued by NZSR were largely positive. Programme delivery is well resourced. NZSR's on-site radio stations provide students with real-world practical learning and assessment. Regular reviews of programme design and delivery are comprehensive and include student feedback on tutors as well as tutor, management and industry feedback. The reviews contribute to ongoing improvements.
Conclusion:	Regular reviews ensure design and delivery and learning and assessment match student and industry needs very effectively.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Ongoing support and encouragement enable students to become independent learners with confidence to perform outside their comfort zone when performing radio-related tasks. Small cohorts enable one-to-one support which helps reduce barriers to learning. One-to-one weekly sharing of self-assessment and assessment reminders help students to complete programmes and achieve agreed goals and pathways. Individual application of practical knowledge and skills helps students transition to effective teamwork in real-world environments such as broadcasting three-hour breakfast shows live. NZSR contracts an external organisation to conduct initial literacy and numeracy tests. It does not re-test all students as recommended by the assessing organisation.[3] Where students have been reassessed, evidence of progression is mixed. Some students access literacy and numeracy support online through Pathways Awarua. All students get literacy feedback for projects like radio briefs, promotions and presentations. Students find the learning and assessment intense, but they enjoy their studies. Students can access facilities in the evenings and weekends, often with tutor and technical support on call. Regular industry interactions and guest speakers and tutors[4] also help involve students in their learning. The students contribute directly and through student representatives who meet weekly with NZSR management.
Conclusion:	Students are comprehensively and effectively supported and highly involved in their own learning.

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[3] Students who score above step 4 in reading and step 5 in numeracy are not required by the TEC to have further testing.

[4] The students evaluate tutors and guest speakers.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	The owner-directors are experienced and qualified in education and information technology. The purchase of NZSR was conditional on the previous owner-manager staying on given his previous success, ongoing involvement in radio and related industries, and wide range of industry contacts. This has seen a seamless transition, as has a shared vision. The manager has continued to facilitate industry opportunities and connections to create opportunities for students.

The new owners are committed to investing in NZSR to support its future low growth and development. This is based on a considered vision and sustainable business model aligned to current educational goals while responding effectively to change. NZSR has begun adding television, digitisation and marketing to its current offering. NZSR recently gained industry-supported approval for a new programme at level 4 on the New Zealand Qualifications Framework.[5]

Employed and contracted staff are highly valued, as reflected in ongoing professional development and support, and student feedback which is shared with guest tutors and presenters.

The high level of student achievement and valued outcomes are based on robust self-assessment and its use. This includes decision-making informed by industry needs analysis, surveys and other feedback. Achieving approval for the new level 4 programme was supported by a high level of self-assessment, including strong industry input. |
| Conclusion: | NZSR governance and management are supporting educational achievement very effectively and are committed to maintaining this in the future. |

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[5] The New Zealand Certificate in Communications Media (Level 4) programme recognises that students can study communications media specifically but not exclusively in the area of radio broadcasting, and also including communications media across a variety of platforms, as well as legal and ethical practices. The programme will enable students to gain employment or pathway to level 5 New Zealand Diplomas in Radio Broadcasting, Screen Production or Digital Media.

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1.6 How effectively are important compliance accountabilities managed?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	NZQA has recently approved NZSR's application for the New Zealand Certificate in Communications Media (Level 4). Meeting approvals and accreditation requirements are indicators of NZSR's effective management of some of its important compliance accountabilities: for example, learning outcomes and coherence; delivery methods and resources; assessments and consistency; programme components; graduate learner outcome mapping and credit allocation; staffing; delivery schedule; stakeholder consultation and support. Five out of five successful programme applications and 15/15 consents to assess are further evidence of its effectiveness in this area. Industry training organisation moderation shows that NZSR is meeting most requirements and demonstrating good assessment practice and making valid assessment decisions. The TEC's 2018 audit report identified three areas of improvement: documenting internal controls, meeting 2019 financial equity requirements, and updating the memorandum of understanding with the literacy and numeracy provider. These actions have now been completed.[6] NZSR has also strengthened its internal auditing following this process. The audit also commented that the number of hours timetabled exceeded those stated in the NZQA approval document. This is purposeful on NZSR's part to encourage additional learning where desired.[7] A list of assessments was provided that corresponded with the timetabled hours.
Conclusion:	Overall, NZSR manages its important compliance accountabilities very effectively.

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[6] Other than meeting financial minimum equity requirements, due by 31 December 2019.

[7] Students may not use all the hours timetabled which include practical activities and self-directed learning. But they may well exceed the number of hours arising from their enthusiasm and the ready availability of facilities and resources.

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

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

2.2   Focus area: NC5495 National Certificate in Radio (Foundation Skills) Level 3 (69 Credits)

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

Recommendations

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

NZQA recommends that New Zealand School of Radio Limited:

- Further develop its self-assessment regarding student achievement, outcomes, and assessment and external moderation to enhance its understanding of the already high achievement and valued outcomes, when implementing its level 4 programme for the first time.

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.

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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[8]*

- *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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[8] NZQA and the 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 according to 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 for Tertiary Education, Skills and Employment.

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. The requirements are set through the Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 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 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 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). The Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/qa-rules/external-evaluation-rules-2016/1/, 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

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