

Report of External Evaluation and Review

International College of Auckland
Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 23 October 2013

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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:	International College of Auckland Limited (ICA)
Type:	Private training establishment (PTE)
Location:	Level 5, 131 Queen Street, Auckland
Delivery site:	As above
First registered:	14 May 2002
Courses currently delivered:	<ul style="list-style-type: none">• National Diploma in Business (Level 5)• New Zealand Diploma in Business (Level 6)• NZIM Diploma in Management (Level 5)• NZIM Diploma in Management (Advanced) (Level 6)• Diploma in Business (Level 7)• National Diploma in Computing (Level 5)• Diploma in Computer Systems Support (Advanced) (Level 7)• Certificate in Academic English• Certificate in General English
Code of Practice signatory:	ICA is a signatory to the Code of Practice for the Pastoral Care of International Students, and approved for students aged 14-17 years and over 18 years. At the time of the EER there were four students aged under 18 years enrolled at ICA.

Number of students:	Domestic: one student International: 264 students
Number of staff:	14 full-time equivalents and six part-time staff
Distinctive characteristics:	ICA primarily enrolls international students and offers General English and tertiary education programmes in computing and business at levels 5-7.
Recent significant changes:	ICA moved premises to Queen Street, Auckland City from New Lynn in January 2013. ICA occupies one level of the building, which has undergone refurbishment. Staff and position changes since the beginning of 2013 include a new head of department and deputy head for the business department. Two academic student support positions have been generated. The number of full-time teaching positions has increased, resulting in a reduction in use of contract tutors. The English department has new teaching staff, including two IELTS (International English Language Testing System) examiners. ICA began offering General English courses in 2013. These significant changes have been strategically planned for, resourced and implemented.
Previous quality assurance history:	At the previous external evaluation and review (EER) (May 2012), ICA was judged Not Yet Confident in educational performance and Confident in capability in self-assessment, resulting in a Category 3 rating. Over the past several years the external moderation of ICA's business courses has resulted in many instances where the submitted materials and/or the assessors' judgements have not met the national standard. This has been in relation to New Zealand Diploma in Business prescriptions and New Zealand Qualification Framework (NZQF) unit standard moderation of the National Diploma in Business as conducted by NZQA. The August 2012 New Zealand Diploma in Business Monitor's Report concluded that ICA's

continuing problems with national external moderation were based on a combination of issues: assessment design, internal moderation processes, and staff capability in identifying problems with assessments.

2. Scope of external evaluation and review

Following a review of submitted documents and a scoping visit between the lead evaluator, principal, the heads of department for business and English, and the administration manager, the following focus areas were selected for inclusion in the EER:

- New Zealand Diploma in Business (Level 6)

This programme has the largest group of students and the prescriptions have been under ongoing scrutiny by NZQA national moderation. Students from the NZDipBus (Level 5), which was part of the scope in the previous EER, are also enrolled in this course.

- National Diploma in Business (Level 5)

This course has the second-highest number of students enrolled and comprises NZQF unit standards. This was a focus area at the previous EER.

- National Diploma in Computing (Level 5)

Computing has nearly one quarter of all students between the two courses offered. This is the second-largest department at ICA and has a number of new initiatives identified.

Also included were the two mandatory areas of:

- Governance, management and strategy
- International students

English courses were not selected as a focus area as they contain less than 10 per cent of all ICA students. Of the 10 per cent, most were enrolled in a new course which ICA commenced this year.

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 team of two evaluators conducted the EER over three days. As part of the EER, another two NZQA evaluators participated in a compliance role. One evaluator reviewed documentation pertaining to ICA's business courses – including internal moderation policy, internal moderation processes and judgments – over one full day, and the second evaluator reviewed student files and documentation pertaining to attendance and Code of Practice requirements over one and a half days. The resulting information and evidence from the compliance aspect were provided to the evaluation team to consider alongside all information gathered and within the context of the EER.

The EER included on-site interviews with the principal, senior management team, local advisory committee chair, heads of department business and computing, administration manager, tutors in business and computing, and the majority of students in both business and computing. Telephone interviews were conducted with stakeholders, graduates and graduate employers. A range of documents was sighted during the EER, including achievement data, staff weekly reports, management and department meeting minutes, department self-review reports, tutor and course evaluations and analysis, mid-year programme reports, the risk management plan and the stakeholder consultation plan.

Subsequent to the on-site EER, further information on NZQA external moderation, staff qualifications and course delivery was provided.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **International College of Auckland Limited**.

ICA delivers programmes mostly to international students who are studying business and computing, and a smaller number who are enrolled in English language programmes. The principal and senior management team have fostered a positive learning culture and environment and are proactive in understanding and reviewing the educational performance of students.

Students at ICA are successfully completing qualifications in computing and business and are retained in study from one level of study to the next higher level. ICA is benchmarking achievement externally and is at least on par with or exceeding national benchmarks reported by Education Counts, the Ministry of Education's online repository of education data.

Internal moderation has undergone comprehensive review, with changes focusing on improving the organisation's internal capability and resourcing these changes. The evaluation team saw evidence of comprehensive internal moderation policy, processes and implemented practices across ICA national courses, the exception being the one local course, Diploma in Computer Systems Support (Advanced), which is yet to undergo internal moderation. The evaluation team is confident in the educational performance of ICA, which has now been validated through NZQA external moderation. Over the past year, submissions indicated a significant degree of improvement, particularly in the prescriptions for the New Zealand Diploma of Business, which met the required standard in full.

Graduates from ICA are looking to gain employment or to progress to further study. ICA has only one year of graduate data to validate its belief that this outcome is being well met. ICA has conducted graduate surveys and the response rate has been good, with over half of the computing and just under half of the business graduates from 2012 and 2013 responding. Information gathered indicates that at least 90 per cent of graduates are currently either employed or enrolled in further study. Further analysis as to the type of employment, and interviews with graduates' employers, are still in progress and ICA believes this feedback will further validate the value of graduate and stakeholder outcomes.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **International College of Auckland Limited**.

ICA has highly effective self-assessment practices and activities that evaluate all of the high-priority areas of the PTE, including academic programmes and student support. Comprehensive review and analysis of programmes include the achievements of students and the quality of teaching and student support. Review of administrative and support services is equally comprehensive.

The quality of the varied self-assessment tools is very good, and the information gathered is useful. The self-assessment activities engage all staff within the PTE, including students and external stakeholders, the local advisory committee and, more recently, graduates and their employers.

Information and data is collected and analysed, and the senior management team leads the review, making decisions and implementing and resourcing the resulting actions. Clear lines of communication within ICA are evident at all levels, resulting in key outcomes such as student satisfaction and achievement being well understood and considered by all staff.

ICA has a culture of being responsive to feedback, in particular regarding any area identified as requiring improvement. There are some areas where ICA knows its performance can be improved. Self-assessment practices are assisting ICA to identify these areas and to plan how to mitigate and improve on them, such as understanding graduate outcomes and ensuring all detailed areas of the Code of Practice are strictly adhered to.

Wide-ranging and worthwhile improvements have been implemented and include relocation of the PTE; changes to policies and practices such as the internal moderation policy and process, and attendance; purchase of resources; upgrading of texts and IT services; recruitment and professional development of staff; the introduction of job search workshops at orientation; and offering APA referencing system and IELTS courses at no cost to students.

Findings¹

1.1 How well do learners achieve?

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

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

In terms of completion rates, recent learner achievement at ICA is very good. Almost 100 per cent of the students at ICA are successfully completing the papers and achieving the qualifications in which they are enrolled. Achievement for the National Diploma in Computing (Level 5) in 2012 was 97 per cent, and at the end of term one in 2013 achievement was 95 per cent. Only one student has withdrawn from study in 2013 and, overall, student withdrawals from the computing and business papers are negligible.

In the business papers delivered, student achievement per paper in 2012 was between 90 and 100 per cent, with most papers showing an achievement of 100 per cent. In the business papers delivered in the first term of 2013, most have a lower achievement rate than for 2012. To date, achievement ranges from 88 to 100 per cent, with only one paper recording 100 per cent. ICA believes that this lower achievement is a result of improved internal moderation, which it believes now meets the national standard as reflected in these achievement results. In the year to date (2013), 13 of 14 eligible students have been retained in study and have progressed from the level 5 to level 6, or from the level 6 to level 7 business programmes, continuing their study with ICA.

ICA externally benchmarks business and computing achievement results against domestic students through Education Counts. ICA's analysis of the 2012 and 2013 results indicates that ICA students are achieving equivalent to or above the national average, with one paper in business marginally below.

External moderation by NZQA of the business papers prescriptions and unit standards have not met the required standard for the past few years. Since March this year, ICA has implemented a new moderation policy, processes and practices which the evaluation team judged to be robust and comprehensive across the national business and computer courses. The last unit standards reviewed by NZQA were submitted at the end of March 2013. Of the six unit standards, four fully met requirements, with modification required for two. Three of three prescriptions submitted in July 2013 met the required national standard. Taken together, these results indicate a significant and satisfactory improvement.

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

External moderation by NZQA for the National Diploma in Computing (Level 5) has consistently met national standards. However, the internal moderation of ICA's local course, the Diploma in Computing System Support (Advanced) (Level 7), (first delivered in 2012), at the time of the EER had not undergone internal moderation. ICA acknowledges this and there is a commitment and plan to rectify and bring this course up to ICA's internal standard, as has been achieved in the national business and computing (level 5) courses. This is important in order to validate the reported very good achievement rates of the level 7 course.

ICA has robust and reliable processes across the organisation specifically to monitor and report student achievement, and there is clear evidence of meaningful analysis occurring. Achievement is reported by tutors and heads of department weekly, and review of student achievement is by exception, which therefore captures early any student who is not passing or who is struggling academically. These results are reported monthly at the senior management team meeting. Further analysis occurs in the form of a mid-course report where trends and patterns are identified and discussed, and changes to programmes occur as a result.

Students themselves understand how well they are progressing. Student satisfaction and perception of their progress and achievement are collated, and analysis of this information is also reviewed at monthly senior management team meetings. The results indicate a consistently very high level of student satisfaction. Specifically, students identified an increase in confidence and, other than in academic results, believe they are progressing and improving in their skills and knowledge.

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 **Good**.

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

The key desired outcome for ICA graduates is to progress to further study or to gain employment related to their field of study. Students are gaining qualifications in the short term, and pathway plans are displayed and discussed with students to encourage them and provide options to consider on graduation. ICA determines whether the learning outcomes of graduates and stakeholders are being met through surveys of graduates, telephone interviews with employers of graduates and through the local advisory committee and subcommittees. There is some evidence that graduates gain employment and go on to further study in the long term, but to date ICA has only one year of graduate survey data on which to draw for analysis.

The 74 graduates from the computing programmes in 2012 and 2013 were surveyed and over half responded. Information gathered indicates that almost all the respondents are in employment or further study. Of those in employment, 9 per cent are working in IT-related positions. Graduates from business in 2012 and 2013 totalled 158, and 44 per cent of these responded to the survey. Analysis shows that over 90 per cent of respondents are mostly in employment, with some going on to further study. Of those in employment, 37 per cent are working in first line management positions. These outcomes are good in that graduates are progressing to employment, which is a primary goal. In particular, graduates from the business programme are gaining employment that pertains directly to the qualification gained at ICA.

ICA's stakeholder consultation plan has begun to be implemented. Although this plan was very recently initiated, the strategies, focus and planning that occurred prior to implementation are evident, indicating the serious and considered approach ICA is giving to stakeholder engagement. The data gathered to date is promising and ICA is gathering good information, including from interviews with employers of business graduates specifically to gather feedback on their readiness for work. Indications from interviews and feedback are that ICA business graduates are not only work-ready but require less supervision than other staff and are able to take on and function well in the role of first line management. Computing employers are yet to be interviewed.

The collection and analysis of data from graduates and employers of graduates by ICA is a good initiative, and ICA has employed a full-time person to focus mainly on understanding graduate outcomes. How ICA intends to utilise this data to inform programme delivery and improve the experience and educational outcomes of students is still being discussed. Overall, the feedback gathered is validating what ICA believes and provides a limited and initial indication that the desired outcomes of graduates are being well met.

External stakeholder input is via the local advisory committee, with a subcommittee for each department. Subcommittee membership has been reviewed and new members have been invited specifically based on their expertise in areas ICA recognises may require improvement, potential future development, or sector experience. The value of the local advisory committee is evidenced through the ongoing senior management team review of meeting minutes, and the resourcing and implementation of local advisory committee recommendations. An example is the involvement in recruiting a head of department for the business department and establishing a Prometric examination centre for Microsoft certifications. The local advisory committee has a clear understanding of the organisation's goals and objectives, which provides direction for the subcommittees.

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 **Excellent**.

ICA has a comprehensive understanding of student needs and utilises a number of processes to monitor and respond to these needs, which results in changes to programme design and delivery and supports the educational achievement of students.

ICA provides timely and sound advice to students prior to accepting their enrolment, ensuring from the outset that students are suited to the course and level of study. There is a strong emphasis on the students' interests matching the programme they plan to enrol in, and ICA requires students to be clear about their future career intentions. This process is purposeful and a log is kept of those students who are declined, along with the rationale, for future reference if the student reapplies. The effectiveness of this process is evidenced in the negligible number of withdrawals from the business and computing courses, and the high rate of achievement.

ICA offers mostly national qualifications, which helps to maintain the relevance to employers and to international students who want New Zealand qualifications. Guest speakers are drawn on and ICA tutors' expertise is utilised across both the business and computing departments, adding value and providing a broader understanding of topics delivered to the students. Students indicate that classes are meaningful and that they are able to utilise and apply what is learnt to the part-time jobs they are undertaking while studying.

ICA has a variety of methods used to understand how the programmes offered match the needs of students, and to provide ongoing identification of student needs. Anonymous programme and tutor-specific questionnaires are completed. One-to-one interviews with all students occur two weeks into the course, at the mid-point, and at exit. Weekly reports from tutors to heads of department record achievement and student concerns, providing an opportunity to identify and engage at all points of the programme and to provide intervention through one-to-one engagement with either support staff or academic staff. Analysis of these processes occurs and is followed through at senior management team meetings. Identification of present and future needs – especially in the IT industry – underpins current programme design, and future national and international industry needs are being considered through the local advisory committee and computing tutors' engagement in further study in the field.

Changes to programmes occur based on analysis of information gathered and actions agreed at senior management team meetings. The understanding of the effectiveness of the changes is ongoing and includes improving resources such as purchasing laptops and increasing access to and availability of computing

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resources and the internet, and providing APA referencing workshops to all students in an attempt to improve their skills and confidence around academic referencing.

ICA programmes are delivered over just two days of the week, which results in longer-than-normal hours of learning, but students are well aware of this prior to commencing study. The learning is planned and structured around this regime, which is important as any absence has a significant impact on students' learning. Students, tutors and the senior management team identify that although this method of delivery generates an intensive period of study for two days of the week, it also allows for students to improve the likelihood of being available for part-time work within the conditions of their study visa. This is considered a benefit by students whose families have made sacrifices to enable them to attend the college. Many students require work to assist with living expenses associated with study. Those students who do not have part-time jobs are able to attend ICA and utilise the supports and resources that are available during the remainder of the week.

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 **Excellent**.

ICA teaching staff draw upon a variety of activities to gather sound information about the students, their learning experience, achievements and needs. The organisation has clear expectations of its tutors, who are supported to develop and upskill for their own benefit and that of the students.

ICA has focused specifically on the recruitment and development of competent teaching staff. All staff are qualified in the subject area they are teaching and most have adult education or teaching qualifications or associated unit standards. Professional development is identified regularly and all tutors participate in scheduled internal development and are provided with funding each year for identified external development.

ICA is committed to and seeking to assure itself that assessments in the business courses are valid and fair and assessing is consistent, following several years of external moderation not meeting required standards. Robust and genuine strategies have been implemented to improve the assessment design capability of tutors, which had been identified as the root cause of problems at ICA. The upskilling of tutors is led by the head of department and supported by the deputy head of department, who have proven experience in moderation. A team-based approach to assessment design has been embedded to draw on individual expertise as well as to develop the expertise of other tutors. All business tutors are provided with individual coaching and mentoring by the head of department through

the pre-moderation of every assessment and review of assessment decisions prior to their return to the students.

ICA believes these changes are resulting in improved internal capability and assessments and assessing judgements that meet the expected standard. This is being internally evidenced through a decrease in student achievement and an increase in assessment re-sits, feedback and corrections to assessments from the head of department to tutors is reducing. Tutors themselves provide feedback to the head of department about the usefulness of these activities and report an increase in confidence in their own abilities in both design and assessing. The improvement in external moderation with NZQA in 2013 is validating the effectiveness of these strategies.

ICA heads of department and the senior management team utilise the review of appraisals, peer observations and weekly reports (including tutors' reflection on their teaching), to monitor and gather information which is used to guide professional development and the support of tutors. The combination of these very good processes, their regular occurrence, and the analysis and outcomes, which are followed up, provides ICA and the tutors with a strong indication of their effectiveness.

These outcomes are further validated through comprehensive student questionnaires and interviews that enquire about the quality of the teaching and feedback, and the approachability, support and encouragement of the tutor, and help ICA to determine how effective the teaching is from the students' perspective. Student satisfaction survey results are consistently very high over time and across programmes. This process could be improved further by collating all the data and comments in analysis – currently only the negative comments and the top two ratings are collated.

Students value the relativity of learning, where they are initially taught theory and then apply the knowledge and skills in a variety of contexts, and are actively involved in learning through group work and taking turns to lead, which utilises the large class sizes to develop leadership skills and increase confidence.

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 **Good**.

Support for students at ICA is excellent, exceeding the standard support and guidance expectations, and includes providing a thorough orientation, comprehensive student handbook, avenues to provide feedback and good access to resources and staff, including native speakers. ICA is careful in the selection of students, paying particular attention to academic ability and English language requirements to support the likelihood of achieving the qualification the student has

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enrolled in. ICA students have access to a comfortable environment and good quality resources. Furnished computer labs have increased from one to three this year, and 100 laptops are available for students to borrow while on site if required. These are ample resources for students and their studies. A full-time staff member is dedicated to the smooth running of the IT infrastructure and upgrades to ensure continuous IT support services to students.

ICA's approach to student support is organisational and cuts across departments, to utilise the various skills of staff for academic or personal support including advice about visas, CV training and job seeking. Students have access to all staff, including the principal, and there is an easy process for students to request support which ensures appropriate staff and time is allocated and the issues of students are addressed.

Student satisfaction – specifically pertaining to guidance and support – is captured in a variety of ways, including through student representative meetings, student surveys and through a series of interviews at the beginning of course, mid-point and on exit. Each interview gathers information about support, and the questions pertain to aspects of study, for example satisfaction with orientation and how ICA can improve its support. Additional opportunities for staff to identify and report support issues are outlined in the weekly reports.

Student needs are discussed by the senior management team, who respond promptly to areas identified as needing improvement. These communications and discussions are tracked in both directions: from weekly reports, through to department and senior management team meetings, and back to staff and students. Improvements to student services include better internet service and a comprehensive information board which provides direction to further resources such as study tips, presentation skills and a free IELTS course for computing and business students to improve their English for their next level of study. ICA also pays for the subsequent IELTS testing.

ICA has genuine engagement with students and makes serious attempts to provide guidance and support. However, implementation of some specific requirements under the Code of Practice is not as systematic as it should be. ICA needs to increase internal capability to ensure requirements of the code are in all circumstances adhered to.

Attendance has been a focus at ICA. Because of the way courses are structured, non-attendance of even one day can have a significant impact on students' overall hours. ICA has tightened attendance procedures, including around late arrivals to class, and is implementing its own policy reliably. The expectations and process are well understood by students. Attendance has increased in 2013 compared with 2012 across all programmes – excluding one – which well exceeds the organisation's internal requirement of 85 per cent attendance, which is higher than the 80 per cent required by Immigration New Zealand.

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 **Excellent**.

ICA governance and management have a structure, policies and processes that ensure the organisation can monitor, review and respond externally to the needs of students and the business and IT sectors, and internally to departments and staff. These embedded processes and practices effectively monitor the educational performance of students at ICA.

The principal and senior management team have a comprehensive and current understanding of the organisation, which informs the purpose and direction of the PTE. The direction is translated into clear organisational expectations and goals, which are communicated from the senior management team and the local advisory committee to departments and tutors, including contracted staff. Each department has its own goals and objectives, which include review of achievement and attendance. The heads of department have autonomy to pursue goals and implement strategies within their own department. The organisational and departmental goals are monitored via weekly reporting within departments by tutors and heads of department, who analyse information and report outcomes which are discussed at the monthly senior management team meetings. This process provides a sound basis for understanding the educational performance of the students.

Leadership and implementation at ICA are very effective and have involved some significant changes, such as moving premises and location with the specific purpose of diversifying the student body. ICA has made its plans around the anticipated needs of the changing student body and built organisational capacity in advance to address these needs. An example is in the English department which has recruited additional English language tutors, including two IELTS examiners, in preparation for a predicted increase in English language students.

The senior management team identifies areas for improvement and has been proactive in addressing and working to mitigate issues. ICA has made serious attempts over the past two years to address poor moderation in the business programmes, including contracting expertise from another PTE and two technical institutes, although this assistance did not yield the required level of improvement in external moderation results. The principal, senior management team and local advisory committee decided instead to develop ICA's internal capacity, and began a comprehensive recruitment of key staff. These included a head of department and deputy head of department business, who have expertise and proven capability in assessment design and moderation. The head of department business has been given autonomy to review and run the department and has been supported with resources as required. Changes in staff, policy and practices have been

implemented this year, resulting in significant improvement in internal moderation practices, which ICA is having validated through external moderation.

Staff are highly valued, including contracted staff who have the same expectations and opportunities for professional development as permanent staff. Heads of department have autonomy to run their departments and actively engage subcommittees of the local advisory committee in the inclusive forward planning within departments, such as planning for practicums in business and scoping programmes to be offered in computing.

The shallow organisational structure and very good processes ensure effective communication within ICA. All staff are encouraged to engage in self-review in weekly reports, and self-evaluation reports are invited from staff monthly. These are reviewed by the senior management team and include wide-ranging suggestions about how ICA could improve. ICA has noted that double the number of suggestions from staff have been put forward in 2013 than were received in all 2012. ICA sees this as a positive indication that staff are engaged in the process, particularly when their suggestions are taken on board and implemented. All departments, especially administration, have made changes as a result of this process. More recent changes include adding information to the student noticeboard to offer advice on how to reduce the likelihood of catching the flu, offering a job search workshop at orientation, offering APA referencing workshops to students, and establishing a Prometric examination centre at ICA. Reviewing the impact these initiatives is occurring and needs to systematically continue to validate any improvement as a result.

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 **Excellent**.

2.2 Focus area: International students

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

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

ICA provides excellent guidance and support to students, and there are effective processes and outcomes, meeting the most important needs of students. However in relation to international student support, ICA could strengthen this further by increasing internal capability in terms of comprehensive understanding and monitoring of the Code of Practice, to ensure every aspect is complied with and monitored.

2.3 Focus area: New Zealand Diploma in Business (Level 6)

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

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

2.4 Focus area: National Diploma in Business (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 **Good**.

2.5 Focus area: National Diploma in Computing (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 **Good**.

Recommendations

NZQA recommends that ICA continue to focus on developing capability within the PTE to ensure external validation of student achievement occurs and is sustained, such as in the areas of external moderation and compliance with the Code of Practice.

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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