

# Report of External Evaluation and Review

New Zealand Institute of Learning and  
Development

Confident in educational performance

Confident in capability in self-assessment

Date of report: 21 March 2012

# Contents

|   |    |
|---|----|
| Purpose of this Report.....                       | 3  |
| Introduction .....                                | 3  |
| 1. NZILD in context.....                          | 3  |
| 2. Scope of external evaluation and review .....  | 4  |
| 3. Conduct of external evaluation and review..... | 4  |
| Summary of Results .....                          | 5  |
| Findings .....                                    | 7  |
| Recommendations .....                             | 14 |
| Appendix .....                                    | 15 |

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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. New Zealand Institute of Learning and Development (NZILD) in context

|                                |  |
|--------------------------------|--|
| Location:                      | 25 Federal Street, CBD Auckland  |
| Type:                          | Private training establishment   |
| First registered:              | October 2002   |
| Number of students:            | Domestic: 14<br>International: three   |
| Number of staff:               | 1.5 full-time equivalents (one full-time, one part-time)   |
| Scope of active accreditation: | National Certificate in Adult Education and Training (Level 4)   |
| Distinctive characteristics:   | NZILD is one of four PTEs that operate under an umbrella organisation, the National Tertiary Education Consortium (NTEC).  |
| Recent significant changes:    | After being inactive since 2007, NZILD developed programmes in 2010 and commenced delivering the National Certificate in Adult Education and Training in February 2011. The February course was delivered to NTEC staff only and was essentially professional development for staff of the consortium. A second course in July 2011 was for a mix of staff of the Auckland Regional Migrant Service (ARMS) and a sewing academy. All needed the skills to train in a non-academic environment. The most recent course started in November 2011, and again was largely for NTEC |

staff.

Previous quality assurance history: NZILD met all the requirements of QA Standard One, the audit standard in place at the previous NZQA quality assurance visit in December 2008. At that time, NZILD did not have any students enrolled.

## 2. Scope of external evaluation and review

The focus areas selected for this external evaluation and review (EER) were governance, management, and strategy, which is mandatory, and the National Certificate in Adult Education and Training (NCAE&T) (Level 4) which is the only qualification offered by NZILD at this time.

Student support was not selected as a focus area because there are only three international students at NZILD, and pastoral care and support and NZILD's commitment to the code are provided as a shared service across the three PTEs in the consortium. Student support is evaluated under section 1.5 below.

## 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 EER team comprised two NZQA evaluators who visited the Federal Street campus for two days. The team met with the three directors of NTEC (which included the director of NZILD), the two chief operating officers of the other PTEs, the marketing manager, the regional marketing director, the NZILD tutor, and groups of learners. The team also reviewed a number of the organisation's documents and records, including the quality management system, meeting minutes, and student destination data.

New Zealand Institute of Learning and Development will have an opportunity to comment on the accuracy of this report, and any submissions received will be fully considered by NZQA before finalising the report.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **New Zealand Institute of Learning and Development**.

There is good evidence of learners completing courses and gaining the NCAE&T qualification. For the first course that started in February 2011, 50 per cent have achieved the qualification and the rest, who are continuing with part-time study, are expected to complete the qualification by February 2012. For the July 2011 course, of the 15 that started the course, one has withdrawn, two have already completed the qualification, and the remainder are on track to complete by June 2012. Overall, this is good achievement.

Key reasons for being confident in the educational performance of NZILD include evidence that:

- Learners acquire useful skills and knowledge and develop their cognitive abilities.
- Learners improve their well-being and enhance their abilities and attributes.
- Learners are becoming “consciously competent” in delivering training in a multicultural environment.
- The holistic approach at NZILD has made longer-term continuous improvement in teaching and training practice more likely.
- Graduates continue in employment, and their enhanced abilities and attributes are recognised. For example, two of the graduates have been promoted within their departments.
- Programme planning at NZILD is informed by ongoing needs analysis.
- Stakeholders are clearly identified and engagement is appropriate and ongoing.
- Tutors and learners at NZILD relate effectively to one another.
- Assessment at NZILD is valid and fair and provides learners and tutors with useful feedback on progress.

Through this educational performance NZILD has enhanced the teaching within the NTEC consortium and is making an important contribution to the economic and social development of migrants through its work with ARMS. NZILD's longer-term outcomes contribute to the economic and social well-being of the individual PTE, their students, and the consortium. At this stage, the magnitude and range of outcomes are not sufficient to justify a judgement of highly confident.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **New Zealand Institute of Learning and Development**.

NZILD collects comprehensive, good quality information on learner achievement and uses this to make evidence-based changes to its NCAE&T course. Analysis of the time taken for trainees to complete assignments and thus the qualification could lead to further programme changes and even better learner achievement.

The NTEC consortium, and NZILD as a part of it, has a culture of ongoing evaluation and self-assessment. In September 2011 the consortium established an “improvement committee” to formalise its approach to driving improvement in educational performance through self-assessment. NZILD has only been active in its present field from February 2011 and is still building its evaluation tools and self-assessment capability. This is particularly true in determining how the valuable longer-term outcomes can be measured and how useful data and information could be collected. Although the direction is promising, it is too early to be highly confident in NZILD’s capability in this area.

## TEO response

The TEO’s response has been carefully considered with no changes made to the initial ratings given. The report acknowledges the organisation’s ability to conduct good self-assessment to improve performance. However, although the direction is promising, it is too early to give NZILD a rating of excellent in the areas the TEO has requested.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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**.

There is good evidence of learners completing courses and gaining the NCAE&T qualification. The course that started in February 2011 comprised three weekend workshops spaced at six-week intervals. Two unit standards were presented each weekend and participants then completed assignments and assessments and self-study exercises. Of the 16 students that started, two withdrew after the first weekend and of the remaining 14, six completed the qualification by July 2011. The remainder are continuing with part-time study. One student has now completed and the rest will graduate in February 2012.

For the July 2011 course, the delivery pattern was modified as a result of extensive self-assessment and an appreciation that this course had to provide the skills and knowledge needed to train in a non-academic environment; a very different context from that of the first course. The module order was changed and one-day workshops were held every three weeks. Of the 15 students that started the course, one has withdrawn, two have already completed the qualification, and the remainder are on track to complete by June 2012. Overall, this is good achievement.

Learners acquire useful skills and knowledge and develop their cognitive abilities. There was evidence from the tutors, student evaluations, and from the students interviewed directly by the EER team that the programme had given them the skills to:

- organise and plan their work
- give better presentations
- use a greater variety of techniques and resources
- facilitate adult learning.

Several commented that being in the classroom as a student had enabled them to see learning from the student point of view.

Analysis of the results and information from two post-course focus groups (one of Auckland learners and the other in Tauranga) was used to make evidence-based changes to course structure. This self-assessment also provided clear evidence of

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<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.

the benefits of strong manager and peer support during training. The self-assessment has enabled NZILD to develop courses for academic tutors and on-the-job trainers and will inform future course design. Analysis of the time taken for trainees to complete assignments and thus the qualification could lead to further programme changes and even better learner achievement.

## 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 **Good**.

Learners improve their well-being and enhance their abilities and attributes. There was good evidence of graduates showing increased confidence and improved planning and teaching skills. Graduates reported improvements in lesson planning, using learning objectives, and employing a greater variety of delivery and assessment practices. Two heads of department confirmed that they had seen big improvements and were supporting staff to continue developing. Learners found the unit standard 7091 on cultural safety stimulating, as it encouraged experienced tutors of multicultural classes to discuss and consider good practice and to develop “conscious competence”. The holistic approach at NZILD has made longer-term, continuous improvement in teaching and training practice more likely.

Graduates continue in employment, and their enhanced abilities and attributes are recognised. Nearly all of the level 4 learners from the February 2011 course have continued working for the consortium and NZILD is able to track their progress. Their managers and the learners themselves report that the outcomes of the qualification are being applied in their work, with noticeable improvements in learner achievement, efficiency, effectiveness, and satisfaction. Two of the graduates have been promoted within their departments. These longer-term outcomes contribute to the economic and social well-being of the graduates, their students, and the consortium.

NZILD supports community development, particularly through its work with ARMS. Although longer-term benefits to the migrants themselves are yet to be measured, it was clear from the tutors and learners interviewed and their evaluations that the learners’ increased skills and knowledge were enabling them to work more effectively and inclusively in training new ARMS volunteers. The chief executive of ARMS has seen “excellent benefit from having this particular course for staff in terms of delivering on purpose, objectives and contracted deliverables”. NZILD is making an important contribution to the economic and social development of migrants through its work with ARMS and plans to extend this to new courses to train counsellors for migrants.

### 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 **Good**.

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

Programme planning at NZILD is informed by ongoing needs analysis. The initial course focussed on the professional development needs of NTEC staff. All participants completed a pre-course questionnaire which is referred to at all staff meetings as the course progresses. Student feedback forms are analysed and changes made. For example, the order of the unit standards has been changed for the second and third courses and the delivery format changed to a one-day intensive training followed by three weeks for more learning and assessment rather than the six-week cycle of the first course. Initial feedback on these changes is positive, and NZILD will continue to analyse results and comments to best match the needs of the learners. This openness to constant change makes relevance and effective training more likely.

Stakeholders are clearly identified and engagement is appropriate and ongoing. There was good evidence of mutual exchange of ideas and information between NZILD staff and stakeholders. For example, the chief executive of ARMS noted that having the course delivered on its premises to staff in work time had real advantages, enabling a shared learning experience and opportunity for peer support. NZILD has recently formed an advisory panel for the courses it develops in addition to the NTEC advisory group, which gives advice on the wider aims of courses. The members of the NZILD advisory panel have wide-ranging but relevant work and academic backgrounds. The panel had its first meeting in mid-November 2011 and the draft minutes show comprehensive discussion of NZILD's present training and the future needs of groups for learning to train and possibly for training in counselling. NZILD and these stakeholders have mutual perspectives, knowledge, and experience which have the potential to be beneficial for individuals and communities.

### 1.4 How effective is the teaching?

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**.

Tutors and learners at NZILD relate effectively to one another. There is good evidence from the learner evaluations and from their comments to the EER team that interactions between staff and learners encourage learning. The tutors use a variety of learning methods both to maintain engagement and to model the techniques that learners can use in their own teaching. One example is using group techniques that encourage collaboration among the learners. The tutors

observe each other's sessions and meet formally every month. These positive relationships between the tutors and the learners have enhanced learning.

The learning environment is inclusive. The learners at NZILD come from diverse cultures. The evaluations were reinforced by their comments to the EER team that they felt they were in a very inclusive environment and their individual cultural and learning needs were catered for. One learner said that the tutors had provided many examples of inclusive teaching which learners could emulate in their own teaching. Because the tutors help the learners to teach effectively for different learning styles, the tutors in turn need to model such teaching. This inclusive learning environment enhances learner achievement.

Assessment at NZILD is valid and fair and provides learners and tutors with useful feedback on progress. Course materials used were originally developed by the Southland Institute of Technology, and additional resources were purchased from Instant Education Solutions. These have been developed and modified and any new assessments have been pre-moderated by one of the tutors. Internal post-moderation procedures are in place, and NZILD has met all the external moderation requirements of the adult education standard-setting body, NZQA. Assessment contributes to learning by modelling good practice for the learners' own teaching and assessment practices.

Self-assessment in this area is well informed by good quality data and information from assessments, evaluations, and meetings. Improvements suggested by analysis of this data are thoroughly considered as the recommendations arising from the tutors' analysis and reflection are discussed at management and board meetings before any change is approved and implemented. Self-assessment has shown that NZILD could lessen the repetition of material contained in unit standards by moving to more integrated courses which are then assessed against the parts of the various unit standards that have been covered. Self-assessment at NZILD is a very thorough process for improving effective teaching.

## 1.5 How well are learners guided and supported?

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**.

Learners are well supported at NZILD. Student support is a shared service across the three PTEs and there was good evidence of comprehensive support. Qualified counsellors are available if required, and learners have access to first-language counsellors if they feel they need them. There is a designated pastoral care staff member and learners can use a 24-hour contact number. Most NZILD learners have their own support systems, but the consortium is well set up to provide for learners with greater needs. All the NTEC staff that the EER team met were proactively supportive. NTEC's support systems ensure that educational achievement and engagement are enhanced, and this is a distinct advantage of being part of a consortium.

NZILD's procedures and policies minimise barriers to learning. There is a process for recognition of prior learning which has been applied successfully to some learners and, as part of NTEC, NZILD offers scholarships to assist learners who would otherwise not be able to commence study. This is another advantage of the consortium, which has financial strength and shares ideas, systems, and processes to enable the separate PTEs to learn from each other.

Learners receive good support for their studies. Learners confirmed that the support through telephone calls, electronic mail, and Skype was effective and the tutors were always prompt in addressing their enquiries. Learners noted in their evaluations and comments that initial information for the first course could have been improved to align their expectations with the course. Learners came from three different institutions, only one of which was teaching towards unit standards. NZILD may need to further develop its pre-course information to learners to optimise the alignment between the course and learners' expectations.

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

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**.

The purpose and direction of NTEC is clear, and management and staff have concentrated the vision, values, and mission into the phrase "education, employment, and enterprise". This enables all to ensure that their plans and practices support the organisation's purpose and direction. This clear purpose and direction focuses decision-making and improves effectiveness.

Leadership is effective. There was good evidence from staff interviewed and the minutes sighted of staff, academic board, and management committee meetings that leadership is shared and focussed on improving outcomes for the learners and the wider community. Staff collaborate well and are fully involved in evidence-based decision-making. Good communication and cooperation throughout the consortium were clearly evident.

NZILD is an important component of NTEC's capability for anticipating and responding to change. NZILD is leading the way in being the first of the consortium's PTEs to establish an advisory panel. In other areas, NZILD builds on the experience and uses the capabilities of its sister PTEs. NTEC has recently established Excel Consultancy which, among other consultancy services, will research teaching methodologies. This research could be useful to NZILD if its needs assessment indicates that more distance education is required. It could also reveal more effective methods for NZILD to deliver training to counsellors. This anticipation of and timely response to change enhances the consortium and thus NZILD's relevance and credibility.

The NTEC consortium, and NZILD as a part of it, has a culture of ongoing evaluation and self-assessment. This is clear from the minutes sighted of meetings at all levels. As mentioned, in September 2011 the consortium established an improvement committee to formalise its approach to driving improvement in educational performance through self-assessment. NZILD has only been active in its present field since February 2011 and is still building its evaluation tools and assessment capability. Although the direction is promising, it is too early to give NZILD a rating of excellent in this area.

## 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 **Excellent**.

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

### 2.2 Focus area: National Certificate in Adult Education and Training (Level 4)

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

There are no recommendations arising from the external evaluation and review other than those implied or expressed within the report.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.*

*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)).*

*Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eeer/introduction/>*

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