

Report of External Evaluation and Review

National Institute of Education Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 12 April 2016

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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:	National Institute of Education Limited (NIE)
Type:	Private training establishment (PTE)
First registered:	18 October 2002
Location:	NTEC Tower, 20 Hobson Street, Auckland
Delivery sites:	NTEC Tower, 20 Hobson Street, Auckland 289 Tuam St, Christchurch 304-308 Ellison Road, Hastings 146 Durham St, Tauranga
Courses currently delivered:	National Certificate in Adult Education and Training (Level 4) National Certificate in Adult Education and Training (Level 5) Diploma in Business (Level 7) Diploma in Business Management (with specialisations) (Level 7) Diploma in Business Management (Level 6) Diploma in Business Management (Level 5) Diploma in Health Services Management (Level 7) Diploma in Counselling and Family Therapy (Level 6)

Code of Practice signatory:	Yes
Number of students:	International: 1,393 equivalent full-time students (as at 4 October 2015) Auckland – 873 students Tauranga – 246 students Christchurch – 253 students Hastings – 21 students
Number of staff:	38 full-time equivalents and 35 part-time tutors
Distinctive characteristics:	NIE is one of four PTEs that together form the National Tertiary Education Consortium (NTEC). NTEC provides a range of shared services to the member PTEs, including quality management systems, pastoral care support, careers support services and academic services. NTEC is structured on a faculty basis across the different PTEs – 739 of NIE's students are studying in the business faculty.
Recent significant changes:	NIE has experienced significant growth since the previous external evaluation and review (EER) in 2012. At that time the PTE was known as New Zealand Institute of Learning and Development, and only delivered the National Certificate in Adult Education and Training (Level 4) to a small number of domestic learners. However, the scope of accreditation has been increased to include programmes in business, and most learners are international students. In early November 2015, NTEC was purchased by the Aspire 2 Group. Two of the NTEC directors are continuing to support the organisation with the NTEC chief executive remaining in his position.
Previous quality assurance history:	At the previous EER, NZQA was Confident in the educational performance of New Zealand Institute of Learning and Development, and Confident in the PTE's capability in self-assessment. In December 2014, NZQA notified NIE (and a number of other education providers) that it had received information from Immigration New Zealand on providers with high international

student visa decline rates. The information showed that, at that time, 43 per cent of students with an offer of place applying to study at NIE had their visa application declined by Immigration New Zealand (INZ Mumbai Area Office). NIE was reminded of the requirements relating to English language proficiency. In response NIE strengthened its processes for ensuring learners met entry criteria.

A 2014 NZQA national external moderation report identified that one Business and Management unit standard did not meet the national standard. This system is no longer on NIE's assessment plan. Results for 2015 show that NIE met requirements for a Communication Skills 4-6 standard.

2. Scope of external evaluation and review

This EER included the mandatory focus area of governance, management and strategy. Given the significant number of international students and the shared services structure, international student support was also a focus area. The focus area programmes included:

- Diploma in Health Services Management (Level 7) – this 120-credit programme is one of NIE's largest, offered across three campuses.
- Diploma in Business Management (Level 7) – students enrolled in this programme generally complete the level 6 Diploma in Business Management as part of the 240 credits. This programme is also taught across multiple campuses.

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.

Before the on-site visit, NIE provided the evaluators with a range of documents, including:

- A self-assessment document

- A breakdown of student numbers by age and ethnicity, in each programme at each campus
- Quality management system documentation
- A sample of meeting minutes
- Achievement data for focus area programmes
- Summaries of programme evaluations.
- A review of activity under a range of criteria.

The two-person evaluation team spent three and a half days visiting the Auckland and Christchurch campuses of NIE. While on site, the team conducted interviews with the senior leadership team, programme leaders and teaching staff, groups of learners, student support staff, and the chief executive of the Aspire 2 Group. In addition, the evaluation team also viewed a range of documentation which included faculty reports, reports to the chief executive, student services reports, student feedback including i-graduate data¹, achievement data, attendance and outcomes data, and assessment and moderation documentation.

With the permission of NIE, an international delegation from Indonesia visiting NZQA observed the on-site enquiry for a day and a half.

¹ For further information see <http://www.igraduate.org/>

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **National Institute of Education Limited**.

Key reasons for this judgement include:

- NIE shows strong achievement (90 per cent successful programme completion), supported by recruitment processes to ensure that learners are enrolling in the right programmes, and a range of support in place to encourage achievement. For example, a Professional Skills Development programme is provided for all learners on entry, and re-sit opportunities with extra learning support are supplied when required.
- The organisation has a focus on employment outcomes, and there is good evidence that a significant number of graduates gain employment related to their qualification, particularly those from the Diploma in Health Services Management.
- Industry engagement is proactive and ongoing. This engagement is particularly focused on understanding the needs of employers. Industry connections are being built to strengthen programme outcomes, particularly with respect to the Diploma in Health Services Management.
- There is a strong focus on wrap-around support for learners including orientation and support for learners who are new to New Zealand, accommodation assistance, additional English language support, pastoral care and counselling support, and careers guidance. Students have a range of ways they can ask for help or raise issues, and the evaluation team heard a number of examples of how this feedback is effectively responded to.
- Teachers are well supported by curriculum materials and lesson plans, and professional development is ongoing. Internal and external moderation is occurring systematically. However, further development is required to ensure greater consistency across campuses.
- The values and direction of the organisation are clear and well understood across campuses. NIE is student-centred and responds to feedback effectively. The leadership is open and organisational improvement is ongoing.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **National Institute of Education Limited**.

The key reasons for this judgement are:

- NIE collects a lot of useful data to understand individual, module and programme performance across the campuses. This data is analysed and used to understand performance, for example through quarterly reporting. A deeper analysis of assessment results could deepen understanding of teaching and learning, assessment design and learners' progress.
- There are strong processes in place to solicit feedback from key stakeholders. For example, the evaluation team saw good feedback mechanisms for staff and students and proactive approaches to getting feedback from industry. It is clear that this feedback is being responded to in a timely way. Graduate data collected could be strengthened further to better understand the skills and capabilities of graduates.
- The organisation has a good understanding of teaching performance through surveys and observations, and there was good evidence that this data is reviewed to plan staff development and improve performance. However, the understanding of teaching, the curriculum and wider aspects of programme delivery could be further enhanced with stronger moderation processes. For example, the PTE could increase cross-campus moderation and analysis of moderation reports to identify patterns.
- The self-assessment systems viewed are systematic and worthwhile and are used to make useful improvements to enhance the learner experience.

Findings²

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 at NIE is excellent, with the vast majority of learners successfully completing their qualification. For example, the 2014 rates of successful qualification achievement were 100 per cent for the Diploma in Health Services Management, and 98 per cent for the Diploma in Business Management. Rates for 2015 are tracking similarly. The withdrawal or termination rate is approximately 3 per cent.

This achievement is credited to strict entry criteria, motivated learners and strong support to achieve. For example, when students are identified as struggling they are given extra tutorials. Re-sit opportunities are available for all assessments and exams. Recent improvements to this process include the implementation of an attendance and first attempt pass rate for students to be eligible for a re-sit. In addition, all learners are given extra English language support and participate in the Professional Skills Development programme during orientation which introduces them to the requirements of studying in New Zealand, and skills including referencing and paraphrasing. These support processes contribute to the high achievement rates.

Management across all levels is looking at results quarterly, with reports that detail achievement by programme and module across campuses. To improve understanding of teaching and learning, the analysis of this data could be improved through a deeper understanding of re-sit rates and grade averages. Effective, systematic quality assurance policies and processes are in place and these, including internal and external moderation processes, validate 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 **Good**.

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

NIE collects employment data about the graduates six months from programme completion. For the focus area programmes, employment outcomes are high, sitting at about 90 per cent. The data shows that a significant number of these

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

positions are related to the graduates' study pathway. For the Diploma in Health Services Management programme, graduates are generally working as healthcare assistants or community support workers, and it is unclear how many will move into supervisory positions. Many of these graduates are aiming to meet the requirements to register as nurses. A significant number of business management graduates are employed in supervisory or assistant manager roles. These high employment rates reflect a focus by NIE on supporting learners to find employment.

NIE supports these positive outcomes in a range of ways. Industry engagement is ongoing. For example, advisory committees are in place and campus managers engage with relevant local industries to provide input into programme design and delivery, and for potential internship and employment opportunities. Examples are the links with health entities Ko Awatea and Apollo Healthcare. In addition, learners are offered support to prepare their curriculum vitae and cover letters, and to practise job interviews. Students valued the support available to help them find employment. There is additional value in the scholarships provided to some low income learners to enable them to study in New Zealand.

NIE collects useful employment data and engages proactively with industry partners to understand what skills are relevant and valued. Deeper understanding could be gained through, for example, sampling employers to understand how well programmes and graduates met their needs.

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**.

Industry engagement is a key focus for NIE, and there is ongoing staff engagement with relevant businesses and industry bodies. For example, in the health sector NTEC has been connecting with the Manukau District Health Board and corporate health providers to understand needs and opportunities for students. In addition, advisory committees have been formed in the regions to better understand regional needs. In response to feedback, all business students are provided with English language courses additional to their study. The Professional Skills Development programme introduces learners to the New Zealand context and case studies, and courses deliberately look for New Zealand examples. Learners noted the value of industry speakers to support their understanding. The careers support team helps learners find part-time work, which is key for some students who need to support themselves while they study. In addition, short courses, aimed at building skills, are also being arranged for learners. These include the Licence Controller Qualification being offered for students in Christchurch. Discussions are being held with Careerforce (industry training organisation) to run health-related training courses.

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A range of activities are used in the classroom to effectively engage learners, and the evaluation team heard about case studies, group work and presentations being used to help build skills and understanding. The modules' curriculum, course materials and activities are shared across the campuses via a Moodle site, and this helps ensure consistency. In response to learner needs, all learners are provided with a laptop. Online English language support is available for all learners, and extra tutorials and workshops are available if required.

There is ongoing review of programmes at the module level. Students are regularly asked for feedback formally and informally, and students spoken to by the evaluation team said they know where to find support and are confident raising any issues they may have with management or other appropriate staff. There was good evidence of needs analysis informing programme development in an ongoing way, and modules being regularly reviewed. These reviews have resulted in changes to content and assessments to continue to match stakeholder needs.

1.4 How effective is the teaching?

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

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

Teaching is effective at NIE. Key reasons for this judgement include high achievement, which is an indicator of effective teaching. In addition, students interviewed by the evaluation team, across the two campuses visited, were positive about their tutors, and this was reflected in the tutor evaluations summarised in the quarterly reports. It is clear that tutors work hard to support learners' understanding and most relate well and provide useful feedback to learners as they prepare their assessments. Tutors are well qualified and experienced in their subject areas and most are either enrolled in or have completed an adult teaching qualification. Ongoing professional development is provided for staff, and module coordinators are a new initiative that support faculty leadership to ensure cross-campus consistency in delivery and assessment.

There is good evidence that quality processes are in place with respect to assessment and moderation. These processes have been strengthened in the past year and national external moderation results show that the sampled unit standard met requirements. A notable feature is the use of external expertise to provide independent review of pre- and post-assessment. Moderation processes are in place and are followed by staff – particularly for the setting of assessment work to strengthen moderation processes. These processes should be continued, particularly with respect to cross-campus moderation, as NIE has recently expanded its offering to campuses outside Auckland. This is one of the continuous improvement initiative that will provide an additional level of quality assurance of which NIE recognises through its self-assessment practice. Business students noted that at times when assessments are marked, the feedback is limited and therefore not useful to understanding how to improve.

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Teaching effectiveness is monitored through systematic tutor evaluations, achievement results and observations. The evaluation team heard about particular tutors being supported to adjust their teaching approach to better meet learner needs. Tutors find the observations useful. Examples of improvements to the learning environment include finding a bigger classroom, better use of the whiteboard, and adjusting energy levels. Teachers are also given the opportunity to give feedback and are largely positive about teaching at NIE. Regular meetings with managers are used to plan staff development.

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**.

Guidance and support at NIE is strong. The organisation meets the minimum requirements set by the Code of Practice for the Pastoral Care of International Students, and ensures this through regular reviews. That these reviews are meaningful is demonstrated by the professional development for staff offered after a review picked up knowledge gaps. In addition, a review noted that the processes for contacting parents of under 18-year-olds needed strengthening, and this has occurred. Staff spoken to by the evaluation team were aware of their obligations under the Code. Student attendance is closely monitored and the student management system documents appropriate responses to students' absences. Since 2015, NIE has implemented a stringent approach to ensure prospective students meet the relevant English language proficiency requirements. Staff conduct video interview to ascertain the level of English of applicants (in addition to the necessary documentations). Furthermore, ongoing English support is provided to students free of charge during their course of studies where required. Through random sampling, the evaluation team selected a representative number of students across the Auckland and Christchurch campuses for interviews and was satisfied with the students' ability in their command of English.

In addition to minimum requirements, NIE has a number of added processes to guide and support learners. These include all learners being routinely picked up at the airport, accommodation arranged for the first two weeks, the orientation and Professional Skills Development programme, a laptop being provided, a SIM card and Inland Revenue Department documents being made available, provision of a careers service, and ongoing English language support (although this support is stronger in Auckland). The Christchurch campus staff all take responsibility for student welfare and the campus also has dedicated student support staff, including for careers guidance. It is clear that these and other services are appreciated by the learners.

Pastoral care and support is a standing item at regular meetings, and any issues are discussed and solutions found. A recent review recognised that the different

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aspects of student support, including arrival and orientation, learning support careers guidance and counselling services, were being managed separately. This resulted in a 'one-stop-shop' being established, bringing all the services together.

Students are regularly asked for feedback on the support they receive. The student council, established in 2014, is another mechanism for gathering the student voice. An interesting initiative generated by the NIE Christchurch student council was to implement a 'girls' night in' for female students where guest speakers, including a lawyer, the police and a representative from the migrant centre, came to present.

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 organisation has a clear purpose and direction and staff articulated the PTE's values during their discussions with the evaluation team. There is strong leadership from the chief executive who has managed the growth of NIE effectively. Since the previous EER, the organisation has increased the number of campuses and students significantly. The example of the Christchurch campus showed that the need was established before the decision was made to open. The change of ownership is a new development and this appears to have been managed carefully, with ongoing communication with staff, an anonymous survey for all staff to gauge their reactions, and the continuation of two of the previous directors as advisors.

Staff feel valued and well connected to the wider organisation of NTEC. Reporting lines are clear and performance appraisals are systematic. Staff are regularly asked to give feedback and this is responded to. For example, in response to recent feedback, induction processes have been improved in 2015.

There is a strong focus on legal and ethical behaviour. For example, a risk management policy has been developed for dealing with international agents. As noted above, compliance with the Code of Practice is carefully monitored, as are wider developments in the sector, including changes to Immigration New Zealand and NZQA rules and policy requirements. The organisation has identified gaps in moderation processes and is working to strengthen these to ensure consistency of marking across campuses.

Governance and management have a range of systematically collected data available to them, and this is reported on and discussed regularly. For example, the business faculty submits quarterly reports on achievement data, industry engagement updates and any ongoing pastoral care issues. In addition, there are regular minuted management meetings, faculty meetings and student support meetings. A more detailed understanding of achievement and outcome data would strengthen the self- assessment information available to the management team.

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: International student support

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

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

2.3 Focus area: Diploma in Health Services Management (Level 7)

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

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

2.4 Focus area: Diploma in Business Management (with specialisations) (Level 7)

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

It is recommended that NIE:

- Improve data on learner and industry outcomes through stronger links with graduates and employers to understand how well graduates value their study and meet the graduate profile.
- Look at opportunities to further analyse achievement data, including re-sit rates, to inform programme and assessment review and development.
- Continue to strengthen moderation processes including strengthening cross-campus moderation

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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