



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

Making Futures Happen International
Institute Limited trading as MFH
International Institute

Confident in educational performance

Confident in capability in self-assessment

Date of report: 26 May 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:	Making Futures Happen International Institute Limited trading as MFH International Institute
Type:	Private training establishment (PTE)
First registered:	30 April 2003
Location:	Levels 3, 4 and 6, Grand Central Tower, 76-86 Manners Street, Wellington
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none">• Diploma in Applied Hospitality Management (Advanced) (Level 7)• New Zealand Diploma in Business (Level 6)• MFH Diploma in Business and Management (Level 5)• Training for Work – Ministry of Social Development-funded programme• Intensive Literacy and Numeracy• English for Migrants and ESOL (English for Speakers of Other Languages) short courses
Code of Practice signatory:	Yes
Number of students:	Domestic students: Training for Work – Ministry of Social Development funding for 100 places per year (1 July 2015-30 June 2016); weekly intakes; currently 39 part-time students

attending, with a total of 76 enrolled so far in the current year.

Ethnicity: 18 Māori (24 per cent); eight Pasifika (11 per cent); 43 New Zealand European/Pakeha (56 per cent); seven Other (9 per cent)

English for Migrants: Tertiary Education Commission funding for up to 10 students per year; currently one student full-time

Intensive literacy and numeracy: Tertiary Education Commission funding for 100 hours per learner up to 86 learners; currently 12 students (three full-time and nine part-time).

International students:

Students are Indian, Chinese, Brazilian, Sri Lankan, Vietnamese, Korean, Japanese, South Arabian and Iranian. Larger groups are Indian and Chinese.

New Zealand Diploma in Business: 28 students (21 full-time, seven part-time)

ESOL: not accepting new students; enrolments limited to those with working or holiday visas – currently 12 students

Number of staff:	12 full-time and three part-time
Scope of active accreditation:	Refer: http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=757549001&delSiteInd=0
Distinctive characteristics:	MFH began as an English language provider and in 2008 commenced delivery of business diplomas. MFH focuses on producing career-ready graduates.
Recent significant changes:	The senior management group has expanded to include a director, quality assurance manager, business development manager and programme leaders, with support from an external evaluation advisor. An organisational capability building plan was developed with input from staff across MFH. There has been significant work on developing staff capability in assessment and moderation during the last 12 months.

The Diploma in Applied Hospitality Management (Advanced) (Level 7) is being delivered from March 2016.

MFH is no longer providing the Diploma in Retail Management (Advanced) (Level 7).

Previous quality assurance history:

At the external evaluation and review (EER) in 2014, NZQA was Not Confident in both the educational performance and capability in self-assessment of MFH. NZQA classified MFH as a Category 4 provider and imposed restrictions and conditions on its registration as a PTE.

After six months, a further EER was conducted in 2015. NZQA was Not Yet Confident in both the educational performance and capability in self-assessment of MFH. NZQA classified MFH as a Category 3 provider. NZQA approved an improvement plan to address the recommendations in the EER report. The areas identified for improvement included the implementation of a formal staff professional development schedule, review of the new staff induction process, collation of internal moderation results to use for programme review to ensure that assessments are valid and at the right level, and consolidation of self-assessment systems.

One of the major concerns from the most recent EER was the adverse national external moderation results for New Zealand Diploma in Business papers. Since 2013, MFH has now met the requirements for nine out of 11 prescriptions submitted, with two results not yet available.

MFH continues to meet the requirements of a Category 3 provider through continued engagement of an external moderator.

Other

MFH has an articulation agreement with Victoria University of Wellington for up to 120 credits for New Zealand Diploma in Business graduates.

MFH is an approved and authorised test centre in the Wellington region for Cambridge ESOL Examinations.

MFH is an academic partner of the American Hotel & Lodging Educational Institute (USA).

2. Scope of external evaluation and review

Following consultation with management at MFH, the following focus areas were chosen to cover the scope of this EER:

Governance, management and strategy

This is a mandatory focus area because of its significance to all aspects of an organisation's performance.

New Zealand Diploma in Business (NZDipBus) (Level 6) and Diploma in Business (Level 5)

This is the main programme for international students and has 28 students, the highest number of enrolments across the organisation. Learners enrol in the qualification for two years, which includes study towards the Diploma in Business (Level 5) in the first year. This programme was part of the previous two EERs, with assessment and moderation the focus of the improvement plan submitted to NZQA in 2015.

Training for Work

This is a service funded by the Ministry of Social Development for delivery of short, employment-focused training courses appropriate to the target groups, specifically long-term welfare beneficiaries or those at risk of becoming long-term unemployed. The courses have been designed in partnership with local employers to give graduates career-ready skills. This programme consistently meets employment targets.

Other programmes

MFH also delivers Intensive Literacy and Numeracy training and English for Migrants to domestic students, and ESOL classes for international students. These three programmes had very few enrolments at the time of the EER. MFH planned to begin delivery of the Diploma in Hospitality Management (Advanced) (Level 7) at the end of March 2016.

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.

Prior to the EER visit, the lead evaluator met with the MFH director to discuss the proposed site visit and finalise the scope and agenda. MFH provided a self-assessment summary prior to that visit. Following discussion, the focus areas were confirmed and aspects of the on-site inquiry finalised. A number of relevant key documents were supplied to the evaluation team to support the plan of enquiry.

The on-site visit was conducted by a team of two evaluators over two days in Wellington. Discussions were held with the following people:

- Senior management team comprising MFH director, quality assurance manager, business development manager, director of studies and senior manager, industry partnerships
- External evaluation advisor
- Programme leader, teaching staff, students, graduates and external stakeholders for the NZDipBus
- Programme leader, trainer, students, graduates and employers for the Training for Work programme.

The organisation provided a range of documents requested by the evaluators on site to support the evaluative conversations, and these were reviewed by the evaluation team.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Making Futures Happen International Institute Limited, trading as MFH International Institute.**

MFH is achieving a good standard of educational performance across the programmes delivered.

- Learner results for 2015 show that the overall qualification completion for NZDipBus level 6 is 90 per cent, which compares favourably with the 89 per cent achieved in 2014. However the 2015 results for the level 5 business qualification are lower at 64 per cent – down from 86 per cent in 2014. This was due to withdrawals and transfers to other schools following the strengthening of assessment and attendance requirements (refer Findings 1.1). Graduate destination analysis for 2015 indicates that all NZDipBus level 6 graduates are currently working, studying and living in New Zealand. Improving retention and successful completion for the level 5 business qualification is a focus in 2016. All 2015 level 5 graduates have continued to further study (31) or full-time work (one), with 18 of the 31 going on to the NZDipBus level 6 at MFH.
- Very good employment outcomes for the Training for Work programmes exceed regional benchmarks. The quality of the training and outcomes is recognised by the Ministry of Social Development and has resulted in an increase in funding. Graduates from the programme return to speak with current learners, and this motivates current students to succeed.
- The organisation provides learner support from a learner's entry to exit and beyond in a wide range of areas such as arrival on campus, orientation and induction, and individual learning/career plans. Staff are supportive, responsive and caring, and relevant personal support is available to meet the language and cultural needs of international learners. These strategies contribute to learner achievement at MFH.
- Professional development activities involving all staff are scheduled quarterly to address relevant aspects of learning and teaching, particularly assessment and moderation. As a result of this professional development, external moderation of NZDipBus papers in 2015 shows evidence of improved validity of outcomes which are now meeting national requirements.
- There is a clear emphasis on building and sustaining quality and a reputation for producing career-ready graduates as a result of the development of the MFH Impact Model. This aligns organisational strategic direction with capability building and improvement plans. Developing and embedding this model as part of operational processes and practices has begun well, with all staff beginning

to engage more fully with the key strategies and direction. This is contributing to a more focused and collaborative organisation.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Making Futures Happen International Institute Limited, trading as MFH International Institute.**

- During the past year, MFH has developed a range of processes and systems for self-assessment. The organisation is beginning to understand where improvements could be made, and which initiatives are effective in improving learner achievement.
- An improved communication strategy across the organisation has increased staff involvement in decision-making. This is having a positive impact on the analysis of data and the regular review of results to monitor learners' academic progress as well as organisational performance against strategic goals.
- MFH is beginning to develop confidence in its self-assessment practice and understanding of what is important and why. Management has visited and observed other tertiary education organisations in the Auckland region and applied what has been learnt from these experiences to MFH. There is evidence that a genuine reflective culture is being embedded across MFH.
- MFH can enhance its self-assessment practices by identifying and coordinating key documentation for data collection and analysis to ensure consistency across the organisation.

Findings¹

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**.

Overall NZDipBus qualification completion rates at MFH are good – 70 per cent of level 5 learners and 90 per cent of level 6 learners are achieving a qualification. A higher level of withdrawals from the level 5 diploma in 2015 was primarily due to improved monitoring of attendance and strengthening of the standard of assessments. This led to poorer-performing students leaving the organisation, and a group transferring to another provider because of uncertainty about the status of MFH.

Table 1. NZDipBus qualification completions

	2014	2015
Diploma in Business (Level 5)	88%	70%
New Zealand Diploma in Business (Level 6)	89%	90%
New Zealand Diploma in Business (Level 6) part-time	100%	100%

Because of the unreliability of the NZDipBus national benchmarks identified in the previous EER, MFH has benchmarked against identified national rates for international students by qualification levels 5-7 for full-time year of study 2012-2014² collected by the Ministry of Education. This has provided a more valid comparison of MFH learner achievement. The MFH 2015 qualification rate for level 6 of 90 per cent is above, and the level 5 of 70 per cent is below the 2014 Student Achievement Component benchmark of 83 per cent for level 5-6 qualifications. Both rates are above all of the international student achievement rates for diplomas at levels 5-7 after one and two years of study. The NZDipBus level 6 is above the benchmark of 85 per cent after three years of study.

The organisation understands the reasons why results for individual papers in the level 5 and level 6 diplomas vary, with higher pass rates for accounting papers continuing. The initiatives put in place prior to the last EER have continued and are slowly beginning to have a positive impact on performance, as shown by improving pass rates. These initiatives include the monitoring of attendance; the impact of increasing IELTS (International English Language Testing System) entry

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

² http://www.educationcounts.govt.nz/statistics/tertiary-education/retention_and_achievement

requirements; using approved assessment providers; strengthening assessments through more robust internal and external moderation processes; additional tutorial support; and the inclusion of professional skills development. The organisation has seen an improvement in the overall pass rates for the November 2015-February 2016 intake.

Learner achievement in the Training for Work programme is excellent. Learners acquire skills, knowledge and competencies which are immediately useful for job-seeking and gaining employment. Feedback from surveys confirmed that learners felt confident of their ability to maintain and keep a job, and 93 per cent were satisfied or highly satisfied that MFH is meeting and/or surpassing the learners' expectations. MFH also meets Ministry of Social Development targets.

Table 2. Training for Work outcomes

	Ministry of Social Development target	July 2013-June 2014	July 2014-June 2015	July 2015-June 2016 – year to date*
Enrolment	100%	100% (30/30)	100% (100/100)	76% (76/100)
Māori		30% (9/30)	32% (32/100)	24% (18/76)
Pasifika		10% (3/30)	10% (10/100)	11% (8/76)
Completion	80%	96% (29/30)	100%	100% (14/14)
Māori		56% (5/9)	63% (20/32)	22% (4/18)
Pasifika		67% (2/3)	30% (3/10)	13% (1/8)

*These figures relate to a part-year and are on track to meeting the Ministry of Social Development targets.

During 2016, changes have been made to the individual learning plans for Pasifika learners to increase flexibility to meet the cultural needs of this group of learners. There is an opportunity for further analysis of data collected in the programme summary to identify areas for improvement.

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**.

MFH provides an education and training pathway to regional businesses and delivers very good educational outcomes to its learners. Graduate destination outcomes for the 26 NZDipBus level 6 graduates are strong:

- Two obtained an employer-assisted work visa and were employed in supervisory roles in New Zealand

- Twenty-two obtained a post-study work visa, with 12 in supervisory roles, six in entry-level roles, one in entry-level part-time employment, and three looking for work
- One obtained a partnership visa with employment in an entry-level role
- One returned to India.

The Diploma in Business level 5 had 32 graduates (70 per cent) with the following outcomes:

- Eighteen continued study at MFH for the NZDipBus level 6
- Six transferred to other PTEs for level 6 study and were all passing their courses
- Seven transferred to university or polytechnic for further studies and were all passing their courses
- One obtained a partnership visa and gained full-time employment in New Zealand.

The higher attrition rates for the level 5 programme are understood by MFH.

Based on outcomes for learners, MFH is recognised as one of the top three providers of the Training for Work programme in the Wellington region by the Ministry of Social Development. All learners complete the training programme, and the organisation consistently meets its targets for graduates gaining employment. Feedback from learners and graduates indicates the value of the individualised training programme, the personal skills development, and the way they are prepared for employment. Learners are respected and motivated to succeed through a welcoming, caring learning environment resourced appropriately to the needs of the group. A graduate who had been a long-term beneficiary described the value of the training and subsequent employment as 'life-changing'.

There is clear evidence of effective business relationships in Training for Work initiatives, along with a strong alignment with the focus on career-ready graduates. Regular feedback and networking with these employers enables the programme to align the skills, knowledge and attributes of the learners to those that employers are seeking. Ninety-one per cent of employers are satisfied or highly satisfied with the career-readiness of the graduates from this training programme.

The initial annual programme review summarises the feedback from stakeholders on graduate capabilities, including results of the first formal graduate surveys, which were both conducted in 2015. The local advisory committee for NZDipBus met during 2015. However, there is a need to develop a more defined and consistent approach to external stakeholder engagement and business relationships across this programme.

A number of graduate and employer feedback initiatives have been put in place in the past year, and it will take time to build further relationships and understand

trends in graduate destinations. Review and analysis of the effectiveness of these initiatives over time will strengthen the quality and relevance of the programmes at MFH.

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 **Good**.

The MFH mission statement is to produce 'career-ready graduates' by preparing 'individuals with the relevant skills, knowledge, values and attitudes they need to make a meaningful difference in their careers and communities'.

MFH is clearly meeting the needs of learners and employers. The organisation has mapped its career-ready graduate profile to professional skills development activities which are delivered during the first two weeks of the NZDipBus programme. This introduces learners to the expected attitudes, values and aptitudes required to be a successful MFH career-ready graduate, and provides a strong foundation for successful achievement. The initial profiling and interview process for Training for Work learners identifies strengths and gaps and also introduces learners to the expectations of that programme.

MFH clearly understands the study pathways for international students following the successful completion of the level 5 Diploma in Business. The range of options for these learners are clearly outlined in four possible pathways³ leading to the level 6 and level 7 diploma or undergraduate degree, and the related work and study visa levels. The pathway to degrees is supported by the agreement with Victoria University of Wellington.

A recent review of the reasons why learners fail to make satisfactory progress, has resulted in the Learner Progress System being developed to understand the common causes and identify strategies for early intervention. The importance of advising learners on expectations regularly and effectively was confirmed. The system provides staff with a range of indicators and actions to support learners to successfully complete their study. Further reviews also explored whether the IELTS entry requirements achieved by international students were accurate, and how the IELTS scores affected learner performance. MFH is developing entry pathways and links with institutions in China to ensure that applicants genuinely meet the entry requirements for the chosen programme.

Recent analysis of a range of activities to match the needs of learners and other stakeholders include professional skills development, using employer and graduate feedback to understand their concerns, the impact of IELTS on achievement, intake

³ Refer MFH diagram 'Motives to study in New Zealand', 2016.

reviews, entry pathways, clear understanding of learner profiles, and work/career aspirations.

In the Training for Work programme, each learner's progress and achievement is monitored regularly with relevant adjustments to individual training needs made weekly. Ninety-three per cent of learners are satisfied or highly satisfied with the training and support provided, and this was confirmed by current learners and graduates. This programme is based on strong business networks in the retail and hospitality industry and constantly uses employer feedback, informal and formal, to reflect on the relevance of the training courses and matching the needs of learners in workplaces.

Intake reviews have been in place since the May 2015 intake and provide a useful summary and analysis of employer feedback, learner feedback and graduate outcomes against the six key evaluation questions. An action plan is developed to address areas for improvement, and this is monitored through the QMS (quality management system) team. The annual programme review has recently been introduced and will be important for MFH to understand the purpose of each review document and its effectiveness in the self-assessment process.

With imminent changes to the NZDipBus and its replacement with new qualifications, MFH has developed an initial plan for replacement programmes to begin in 2017.

1.4 How effective is the teaching?

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

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

MFH teaching staff are committed to producing career-ready graduates by providing engaging learning environments which include aligning content to real workplace practice, increased problem-based learning, and more integrated practice. Learners are encouraged to develop responsibility for their own learning through regular monitoring of individual progress and achievement. To motivate learners and enhance the learning experience, workplace visits are organised and guest speakers are invited to apply theoretical understanding to real workplace situations.

During the past year, staff have been engaged in professional development workshops and training sessions provided by both internal and external presenters. These included strategies for assessment and moderation, self-assessment discussions, and ways to engage learners and enliven the learning environment. Staff are encouraged to be innovative in their teaching practice and use what is learned from professional development and sharing practice. For example, the introduction of resubmissions of assessment was trialled and did not work. As a result, formative assessment and pre-submission feedback on assessments are now being used as a more effective learning tool. Peer observation among

teaching staff is practised effectively and contributes to the performance review process implemented in 2015. New staff in the NZDipBus programme are provided with an induction booklet as guidance to the requirements of that qualification.

The Training for Work programme is built on strong business relationships with employers, and intentionally uses an MFH model of learning which has a point of difference from other providers in the region. Learners complete an online profile (previously paper-based but recently changed to online) to identify strengths, career aspirations and areas for improvement, resulting in an individual learning plan. Each learner receives an individualised weekly timeplan identifying appropriate training courses, individual learning tasks, and work experience placements. The individual learning plan is monitored and learners are supported in their work placements. To avoid the traditional classroom setting, learning takes place in a simulated café and drop-in computer centre. Emphasis is placed on experiential learning opportunities aligned to real-world employment experience, as well as modelling the employer-employee expectations for attendance and engagement in work. Learners and graduates told the evaluators that the trainer and programme leader provided positive encouragement, motivation and support to attend regularly, learn new skills and fully engage with the programme in an inclusive learning environment.

Fortnightly staff meetings include review of areas that could be improved. Recent changes to attendance monitoring and additional tutorial time have had an impact on learner achievement, with increased performance across grades. The emphasis on improving assessment and moderation has resulted in positive outcomes for the 2015 NZDipBus external moderation – all five papers submitted meet national requirements which gives confidence that assessment results are valid and at the appropriate level. There is good evidence that learner evaluations and feedback surveys are reviewed and inform improvements, while peer observations provide feedback on delivery strategies.

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**.

Learners at MFH come from diverse backgrounds, requiring different types and levels of support and guidance. Individual learner support is identified during interviews on arrival, and through student evaluations and feedback surveys and exit interviews. Learners interviewed showed confidence in their communication skills and highly valued the quality, availability and responsiveness of staff in the academic and personal support provided by MFH to achieve their study and career goals.

Staff at MFH build strong relationships with the learners and provide culturally sensitive and contextually appropriate support, often in the learner's first language.

Additional workshops are provided during and following orientation to assist learners to settle into the learning environment. These workshops include APA referencing, plagiarism, time management and writing assignments. Opportunities are also taken to ensure learners understand and plan their career pathways to meet the organisational focus on career-ready graduates. One-to-one support is provided for each Training for Work learner from enrolment to employment, with a recent increase in post-placement support following feedback that 33 per cent of learners still feel uncertainty once they get work. Intensive numeracy and literacy courses are available where the individual student profile indicates a gap in this area.

International students are well supported throughout their time at MFH, from arrival at the airport through to graduation. Orientation is contextualised to the requirements of the learner group to ensure the students are ready to study both at MFH and in Wellington.

In the past year, initiatives introduced to support students to achieve include:

- Closer monitoring of attendance
- Analysis of the impact of IELTS as a predictor of success
- Analysis of student feedback surveys to implement suggested improvements such as increased Wi-Fi access across the campus
- Additional IT staff resource
- Setting up a drop-in computer space alongside the café training room to improve access for the Training for Work programme
- Setting up the Student Council to improve communication and provide social activities.

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

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

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

MFH is strongly focused on supporting educational performance and producing career-ready graduates. Following the previous EER, the key organisational objective was to consolidate MFH's educational performance and develop organisational capability. The key activities for improving QMS team capability included the following: support from an external evaluation advisor to review educational performance and implement a capability improvement plan; visiting two high-performing tertiary education organisations in Auckland; attending seminars and workshops on self-assessment; and implementing practices to guide student behaviours in areas such as attendance and academic performance. The QMS team meetings include reviews of intake reports, attendance policy, moderation

results and academic support. All of these initiatives are contributing to an improved awareness of what constitutes excellence in educational performance and self-assessment.

Staff communication has been improved through the introduction of fortnightly staff meetings, a monthly staff newsletter and fortnightly QMS team meetings. There is evidence that staff are working together to better understand the impact and effectiveness of evidence-based decision-making on educational performance across the organisation.

External experts have been engaged to provide workshops on assessment and moderation to address the gaps identified at the previous EER. Staff performance is now being reviewed regularly using data analysis of learner achievement, the outcomes of learner evaluations and feedback surveys, graduate destination outcomes, as well as internal and external moderation results. The annual programme review reports have been completed for the first time for 2015 and, although there are some inconsistencies, these reports will provide a benchmark for the annual review of programmes.

MFH completes an annual review of compliance with the requirements of the Code of Practice for the Pastoral Care of International Students. This results in an action plan identifying improvements such as policy updates, and changes to learner handbooks, the website and other documentation. A review of the use of recruitment agents has been undertaken. This has resulted in changes to the application process to ensure that prospective learners clearly meet the international student entry requirements for NZDipBus. MFH has continued to meet the Category 3 compliance requirements for assessment and moderation. This has resulted in the national NZDipBus external moderation of five MFH papers in 2015 meeting requirements.

The management team at MFH is developing a culture of working together, with opportunities for everyone to have input into overarching strategies and improvements. The finalisation of the organisational Impact Model has been the result of collaborative and evidence-based decision-making to achieve alignment of the model with organisational strategies. These include the strategic goals, organisational capability building plan, NZQA improvement plan, and annual programme reviews. There is evidence of a range of review practices at course, programme and organisational levels. Ensuring that these review processes, associated practices and coherency of documentation are consistent and sustainable over time will be a challenge for the organisation. However, there is evidence that the Impact Model is providing clarity of purpose across the staff who feel that their input is valued by management.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: New Zealand Diploma in Business (Level 6) and 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**.

2.3 Focus area: Training for Work

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

NZQA recommends that Making Futures Happen International Institute Limited:

- Review the effectiveness of data collection and analysis and the range of processes, practices and documentation to ensure it is systematic and purposeful and aligns with the evidence required to measure educational performance and self-assessment.
- Introduce a clear process around engaging stakeholders to inform the organisation of how well/how valued outcomes are to industry.
- Continue to develop and implement the annual programme review to align with the Impact Model, and identify the key purpose of the intake review and the annual programme review.
- Continue to develop a more defined and consistent approach to external stakeholder engagement and business relationships across all programmes.

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz