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# External Evaluation and Review Report

Making Futures Happen International  
Institute Limited trading as Elite  
Management School

Date of report: 18 February 2021

# About Making Futures Happen International Institute Limited trading as Elite Management School (EMS)

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*EMS provides 'a career-ready education, to prepare students with the subject knowledge, skills, employability, values and attitudes needed to make a meaningful difference to successful future careers'. The organisation does this by delivering skills training in barista, retail and customer service as preparation for employment, as well as English language and literacy and numeracy education.*

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| Type of organisation:       | Private training establishment (PTE)   |
| Location:                   | Level 3, 4 and 6, Grand Central Tower, 76-86 Manners Street, Wellington  |
| Code of Practice signatory: | Yes  |
| Number of students:         | 47 EFTS (equivalent full-time students) in the 2019 calendar year.<br><br>Almost all students are domestic students. In 2020, EMS is funded for 219 Intensive Literacy and Numeracy learners and 180 Employment Placement Service learners. At the time of the evaluation, around 60 students were enrolled in each of these programme areas.<br><br>One full-time international student is enrolled in an NZQA-approved English language training scheme. |
| Number of staff:            | Eight full-time permanent; 12 part-time  |
| TEO profile:                | See <a href="#">Making Futures Happen International Institute Ltd</a>  |
| Last EER outcome:           | In May 2016, NZQA was Confident in the educational performance, and Confident in the capability in self-assessment of EMS.   |
| Scope of this evaluation:   | The focus areas selected for this evaluation were: <ul style="list-style-type: none"><li>• Employment Placement Service, funded by</li></ul>   |

the Ministry of Social Development (MSD)

- Intensive Literacy and Numeracy, funded by the Tertiary Education Commission (TEC)

These are the two largest programmes delivered by EMS.

MoE number: 7575  
NZQA reference: C38449  
Dates of EER visit: 28 and 29 October 2020

# Summary of results

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*Through its education and training, EMS supports multiple, often challenged communities. Government-funded public service programmes for migrants and the unemployed are being delivered well. Employees are provided to hospitality, retail and other service occupations. Compliance with NZQA requirements has improved.*

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**Confident in educational performance**

EMS understands and provides educational value to diverse stakeholder communities: migrants, unemployed people, refugees and secondary school students.

There is strong and well-evidenced achievement of the programme goals for both focus areas: skills leading to employment, and improved English language, literacy and numeracy and wellbeing. Māori and Pasifika learners are also achieving well.

**Confident in capability in self-assessment**

Interaction with, and support from funders, other agencies and the business community is positive. EMS is meeting a range of contractual expectations.

Small groups and one-to-one coaching, along with effective ways of identifying learning and career goals, and suitably adapting teaching, engages all or most learners.

The use of technology-supported teaching for Intensive Literacy and Numeracy and Employment Placement Service is well monitored. Both programmes are well resourced, including with technology and a low staff-to-student ratio.

EMS has the staff capability to engage well with Māori and Pasifika, as well as migrant communities. Successful programme delivery has included te Reo me ōna tikanga<sup>1</sup> in collaboration with other organisations, including marae in Porirua.

Although compliance is now well managed, there have been weaknesses identified by NZQA since the last EER in the now concluded business diplomas. This has had a negative impact on the overall ratings for this EER.

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<sup>1</sup> Māori language and culture

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

|                                   |   |
|-----------------------------------|---|
| Performance:                      | <b>Good</b>   |
| Self-assessment:                  | <b>Good</b>   |
| Findings and supporting evidence: | <p>There is good student achievement of the qualitative and quantitative learning goals for both focus areas. These include skills for seeking employment; barista and customer service skills for hospitality and retail roles; and improved English language, literacy and numeracy skills and the confidence to apply these in the community. More than 300 MSD clients have been assisted into useful and sustainable employment since the previous EER. The Employment Placement Service focus area is rated as excellent for educational performance in this EER. Māori and Pasifika students are achieving well in both focus areas, as well as in general programmes and those that specifically incorporate mātauranga content.</p> <p>In the Intensive Literacy and Numeracy focus area, the process of tracking and providing evidence for student progression at the individual level is relatively recent. As such, there are limitations in the evidence of educational performance for some students.</p> <p>Informal assessments are used well to support learning. Teachers are trained in and use the Literacy and Numeracy Adult Assessment Tool, primarily as a diagnostic assessment. In 2019, 81 per cent of students completed the mandatory initial and final tests. Over 30 per cent of learners showed improvement within one step, according to the programme's well-constructed annual evaluation findings. Average learning hours are between 100-200 hours per year for Intensive Literacy and Numeracy. In 2019, 92 learners (74 per cent) achieved the funder target of participating in more than 80 learning hours.</p> |
| Conclusion:                       | Students' learning needs and goals are identified using suitable formal and informal assessment. Teaching is well aligned to need, and so achievement is at least good for the majority of  |

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

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|  | students enrolled. Monitoring and review are sound. |
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## 1.2 What is the value of the outcomes for key stakeholders, including students?

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| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Excellent</b>  |
| Findings and supporting evidence: | <p>The Employment Placement Service programme has a key employment outcomes measure which is checked at the 31-day mark. Since the previous EER, between 49 per cent and 61 per cent of graduates had gained employment at that point. Over 45 per cent were still in employment when checked again after three months. EMS has exceeded funder expectations and achieved contract growth since 2016. Graduates have gained relevant employment and/or entered further study to improve their prospects. As a sub-group, Māori and Pasifika employment outcomes exceed those stated above.</p> <p>Intensive Literacy and Numeracy ESOL<sup>3</sup> evaluations use a placement needs analysis. After 300 hours of learning, an impact and value survey is conducted on learning and social participation outcomes. A relatively small percentage/number of Intensive Literacy and Numeracy learners reach the 300-hour milestone, as time on the programme varies. In 2016, 88 per cent of graduates reported improvement in one or more dimensions of ‘employment, further study or social well-being’; this rose to 96 per cent in 2019. Survey response rates exceed 50 per cent. Annual evaluations focus on outcomes and opportunities for improvement.</p> <p>EMS ran a niche Intensive Literacy and Numeracy programme for Māori and Pasifika in collaboration with a community organisation. Graduates of the programme reported wellbeing improvements, reconnection with whānau, and enhanced knowledge of Te Reo. Te Toi Ahurewa o mahi raranga is an example of a contribution to the revitalisation of language and culture, and demonstrates EMS’s ability to work in Te Ao Māori. This is also reflected in successful delivery of a youth programme which reflected mātauranga Māori in delivery.<sup>4</sup></p> |

<sup>3</sup> English for Speakers of Other Languages

<sup>4</sup> [Pae Aronui Project, Ka Hāpaia – Roadmap to Employment Programme](#) (First Year) - Te Puni Kokiri pilot 2019-20

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| Conclusion: | EMS provides positive educational value to a diverse range of stakeholder communities. These include migrants, unemployed people, refugees and secondary school students. Effective monitoring, reflection, staff expertise and community networks all contribute to the outcomes being achieved. The quality of data gathered for review contributes to thorough self-assessment. |
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### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

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|-----------------------------------|---|
| Performance:                      | <b>Good</b>   |
| Self-assessment:                  | <b>Good</b>   |
| Findings and supporting evidence: | <p>Small group and one-to-one coaching, along with effective ways of identifying learning and career goals, and appropriately adapting teaching, engage all or most learners. Self-assessment is used to continuously improve the learning and assessment practices and match the needs of a diverse student population.</p> <p>Successful implementation and continued use of technology in support teaching is well monitored. The Covid-19 pandemic lockdown experience deepened staff and student familiarity with, and capability to use technology to support learning. Both focus area programmes are well resourced, as reflected in investment in facilities, technology and the intentionally low staff-to-student ratio.</p> <p>EMS has the capability on staff to engage well with Māori and Pasifika learners, as well as migrant communities. Successful programme delivery has included incorporation of te Reo me ōna tikanga in collaboration with other organisations, including marae in Porirua. This capability led to winning contestable funding for a successful pilot programme serving disengaged young people. Another programme is connecting students from 12 secondary schools to industry experience.</p> <p>Self-assessment relating to programme design and delivery is based on an 'impact value' framework. This explicitly links to administration functions such as the student 'onboarding' process and attendance monitoring. It contains multiple 'output and throughput' quantitative dimensions such as hours of study, as well as qualitative dimensions (survey feedback for example). Teacher performance is explicitly linked to compliance or conformity with this wider framework, including management's</p> |

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|             | <p>expectations such as sound lesson planning. Staff across the organisation spoke knowledgeably about various dimensions of this framework. Sampling of evidence as well as pre-submitted documentation indicates that it is in use.</p> <p>Monitoring of programmes is more significant and operationalised than ‘summative’ review, but this quite fairly reflects a) an MSD model (Employment Placement Service), and b) TEC funding conditions (Intensive Literacy and Numeracy). That said, an annual evaluation occurs, and those sighted are thorough, with useful data and analysis. Programme reviews have discussed internal moderation, which is primarily related to the small number of NZCEL<sup>5</sup> assessments.</p> |
| Conclusion: | <p>Programme design and delivery is meeting student and stakeholder needs. There are some limitations in the Intensive Literacy and Numeracy area, which are described in 2.2 below. However, at the level and complexity of programming currently being delivered, EMS has strong capability. This is positively recognised by important funder groups and employers.</p>   |

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

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|-----------------------------------|---|
| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Excellent</b>  |
| Findings and supporting evidence: | <p>The nature of the focus area programmes requires significant and ongoing contact, teaching or coaching for every learner. This is well resourced and effective, as reflected in achievement, the value added, and student feedback on their satisfaction with the support they have received. The learners value the regular informal chats about their goals and wellbeing.</p> <p>Intensive Literacy and Numeracy ESOL is delivered over different sites to meet the needs of various local communities. Tutors are experienced, hold appropriate and often higher-level qualifications, and engage in ongoing professional development; some produce published research. Bilingual and first-language tutors offer language support to specific language and cultural groups. Learning is well resourced and includes the technology that learners use in their daily lives. Attendance is well monitored</p> |

<sup>5</sup> New Zealand Certificate in English Language

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|             | <p>and there is learning support offered beyond the classroom. These groups of learners have gained valuable social networks through the programme. This became particularly valuable during the Covid-19 lockdown.</p> <p>Surveys are ongoing and capture positive student feedback. There was some feedback noted in the programme review that, prior to the introduction of formal literacy and numeracy assessments, some students were not being placed at the correct level. This has been rectified with an apparent increase in satisfaction.</p> <p>Engagement using technology during the lockdown appears to have been well handled in both programmes, based on evaluator interviews with students. The PTE has invested in laptops for learners (funded by the TEC) with suitable needs assessment.</p> |
| Conclusion: | EMS students are well supported to establish effective social, academic and industry networks. The learning environment is inclusive and culturally responsive. Student learning goals are well understood, and staff respond to these where practical.  |

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

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|-----------------------------------|--|
| Performance:                      | <b>Good</b>  |
| Self-assessment:                  | <b>Good</b>  |
| Findings and supporting evidence: | <p>The purpose, goals and direction of EMS are now clearer and are in keeping with representations made to NZQA, funders and stakeholders. This is reflected in suitably documented plans and process documents such as meeting minutes. Management planning is well reasoned and focuses on domestic students.</p> <p>Leadership is effective, and increasingly so. Hard-won lessons have led to a more conservative but still ambitious strategy which balances continuity with innovation. Staff selection and appraisal reflect this. It is also documented in the business plan and job descriptions. Contractual performance is strong.</p> <p>Recruitment, induction and professional development of staff is well resourced and effective. Staff are valued and have been retained in relation to core programmes. Some components of the organisational structure, and some policy areas, and PTE branding, are still a work in progress.</p> |

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|             | <p>EMS has responded effectively to the forced changes of the pandemic. Repositioning as a domestic-focused, multi-programme, flexible provider has proven timely and is being well managed. Monitoring and timely, accurate reporting occurs.</p> <p>Data analysis is used effectively throughout the organisation; suitable IT platforms are in use for sharing resources and the management infrastructure. EMS has good capacity among the staff to handle quantitative and qualitative data to serve contractual requirements and to self-assess. Numerous refinements and improvements are plausibly linked to these activities.</p> |
| Conclusion: | <p>Educational achievement and related quality and compliance are now better managed. Programme delivery is effective. However, since the last EER, weaknesses have been identified by NZQA in the quite recently concluded New Zealand Diploma in Business programmes. These gaps have influenced the ratings in this key evaluation question, and in the overall statements of confidence.</p>   |

## 1.6 How effectively are important compliance accountabilities managed?

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|-----------------------------------|---|
| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Excellent</b>  |
| Findings and supporting evidence: | <p>The quality management system and the model of self-assessment in use at EMS both require various ongoing checks, such as student eligibility, teacher record-keeping and achieving reporting timeframes. Examples of effective compliance were noted as including:</p> <ul style="list-style-type: none"> <li>• TEC audits have been positive, showing improved compliance across two audits (2017 and 2019). The 2019 Intensive Literacy and Numeracy audit found that 'overall the systems processes and practices are acceptable with [only] minor non-conformities'.</li> <li>• MSD stakeholders (based on written feedback and verbal testimony to the evaluators) are satisfied that EMS understands their contractual requirements and conforms with their requirements.</li> <li>• Attendance monitoring and audit checks of outcomes data</li> </ul> |

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|                    | <p>are well integrated with procedures, which are followed.</p> <ul style="list-style-type: none"> <li>• Notably, teacher induction includes content around programme specification and requirements such as learning hours and attendance, which is good practice.</li> <li>• Attestations and other required reporting supplied to NZQA are timely.</li> <li>• Negotiations with staff on salary date changes appear to conform with employment law requirements (as an example), and there was due consultation on a change made.</li> <li>• The process for appraisal and selection of the most recently approved delivery site (July 2020) was cautious and reasonable, and this is documented.</li> </ul> |
| <p>Conclusion:</p> | <p>Multiple compliance accountabilities are well understood by staff and have been increasingly better managed since the previous EER.</p>  |

# Focus areas

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

## 2.1 Focus area: Employment Placement Service

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|------------------|------------------|
| Performance:     | <b>Excellent</b> |
| Self-assessment: | <b>Excellent</b> |

## 2.2 Focus area: Intensive Literacy and Numeracy

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|-----------------------------------|---|
| Performance:                      | <b>Good</b>   |
| Self-assessment:                  | <b>Good</b>   |
| Findings and supporting evidence: | <p>There is evidence of transitioning from a more informal system of programme oversight to a higher accountability framework. Some of these system enhancements are recent (documentation indicates 2019 or 2020). As such, there was limited time before this EER for EMS to robustly demonstrate measurable improvements in teaching practice and related achievement for most learners. The impact of the pandemic on teaching and learning is a reasonable factor to consider here. Responsiveness to the needs of this (often older age and/or vulnerable) student group were constructive and useful in terms of pastoral support as well as providing ongoing teaching and learning using technology, despite disruptions. Academic leadership occurs, but roles were not always easily identifiable by the evaluators.</p> |
| Conclusion:                       | <p>Teaching, learning and outcomes are all positive. Contractual requirements are being met. Some aspects of the self-assessment are still being embedded and are important as they relate to confidently and convincingly measuring student achievement in a growing programme area.</p>   |

## Recommendations

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

NZQA recommends that Making Futures Happen International Institute Limited trading as Elite Management School (EMS):

1. Prioritise the planned process of rebranding the PTE so that prospective and current students have better and more accurate and relevant publicly available information about the purpose, goals and activities of EMS.
2. Carry out a comprehensive review of the quality management system documentation (policies and procedures) to ensure they are fit for purpose in relation to the types of programmes offered and any new programmes planned. This may also touch on some areas of complexity identified within the self-assessment system.
3. Consider any need to clarify academic leadership roles and responsibilities in the Intensive Literacy and Numeracy programme area.

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. These include NZQA Rules and relevant regulations promulgated by other agencies.*

There are no requirements arising from the external evaluation and review.

# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>6</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>6</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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