External Evaluation and Review Report

Techtorium New Zealand Institute of Information Technology Limited

Date of report: 14 January 2025

About Techtorium New Zealand Institute of Information Technology Limited

Techtorium provides a pathway for learners, including secondary school students, to gain skills and knowledge in information and communications technology. This helps prepare them for a career in the information technology industry or progress to further study.

Type of organisation:	Private training establishment (PTE)
Location:	Level 3, 182 Broadway, Newmarket, Auckland
Eligible to enrol international students:	Yes
Number of students:	Domestic: 197 equivalent full-time students (2023) Priority group learners: Pasifika 19 per cent, Māori 12 per cent, learners with a disability 26 per cent International: seven equivalent full-time students (2023)
Number of staff:	41 full-time equivalents
TEO profile:	[Techtorium New Zealand Institute of Information Technology](#)
Last EER outcome:	At the previous external evaluation and review (EER) of Techtorium in 2019, NZQA was Highly Confident in the PTE's educational performance and Highly Confident in its capability in self-assessment.
Scope of evaluation:	• Diploma in Cloud Management (Level 7) ID.117702 [Ref. 3064-1] • New Zealand Diploma in Information Technology Technical Support (Level 5) ID.126911-3 [Ref. 2569-2]
MoE number:	7638

NZQA reference: C54932

Dates of EER visit: 14-17 May 2024

Summary of results

Techtorium is meeting many important needs of its learners and other stakeholders. The challenges that arose over the Covid-19 period were well managed, as the PTE maintained continuity of programme delivery and student services, despite a reduction in enrolments. Some important internal improvements have also occurred as a result of internal reviews. However, NZQA identified weaknesses in assessment practice that had been overlooked by Techtorium in its largest programme. In addition, the oversight of academic quality across several other programmes needs to be strengthened.

Confident in educational performance

Techtorium programmes match students', secondary schools' and industry needs well. The school pathway programmes match a range of needs and connect well to the PTE's overall programme offering.

Achievement is good, but there are understandable declines in course pass rates and qualification achievement for all groups since the last EER. Quality and use of data is sound. Attention to improving priority group learner achievement is well focused.

Not Yet Confident in capability in self-assessment

Techtorium has managed multiple challenges well. Continuity of programme delivery for students and service to other stakeholders have been maintained. However there is a need to strengthen academic quality self-assessment.

Techtorium is developing graduates for a growing industry which is facing skills shortages. The PTE is doing well in attracting underserved and priority group students into this field. Outcomes for Māori and Pasifika learners are positive. Industry and schools highly value the role the PTE plays in the network of educational provision.

Techtorium is highly focused on supporting and involving its students. These activities are well resourced, successfully executed, and deeply embedded. Self-assessment in this area is highly effective.

Although Techtorium has ample self-assessment data available for monitoring and review purposes, analysis and use of the data to inform programme review and

improvement is currently variable. Evidence that programme delivery design complies with NZQA requirements has been weak.

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Students achieve well according to data compiled by the PTE and the Tertiary Education Commission (TEC). This shows qualification completion rates of 87 per cent (2020), 85 per cent (2021), 79 per cent (2022) and 81 per cent (2023). Course completion rates were 94, 92, 88 and 86 per cent respectively over the same period.
	Māori and Pasifika student course completions were on par with other ethnicities in 2020, but there has been a falling away since the pandemic. Student attendance declined, and student withdrawals from study increased from 16 in 2020 to a peak of 44 in 2022. Attendance has now improved, and withdrawals have declined. All 40 international students achieved a qualification (see also Appendix 1).
	Achievement data is sound, and there is a further enhancement occurring as a new IT system is being implemented. There is some evidence that achievement data is used in programme review; evidence is stronger that monitoring of student progress and early engagement is occurring on an ongoing basis and is more effective with the new/enhanced systems and processes. Techtorium has exemplary analysis of achievement and the actions being implemented through its disability action plan (2023).
	Techtorium interviews all students before enrolment. Those interviewed by NZQA had mostly achieved NCEA Level 2 or 3. Most had interacted with Techtorium through short courses while at secondary school. Some students enrol after previous university study.
Conclusion:	Achievement is good, but there are declines in course pass rates and qualification achievement for all groups

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

	since the last EER. This is largely attributable to the Covid pandemic. Data quality has likely been improved by new systems and associated staff roles. Attention to improving priority group learner achievement is well focused.

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Techtorium has active and enduring links with multiple programme relevant IT industry stakeholders. These links are stewarded by specific field staff. The PTE benefits from the information gained from this ongoing daily/weekly interaction. It also creates opportunities for paid internships (outside programme attendance requirements), job interviews and work experience leading to employment. This is a longstanding and mature aspect of the PTE's operating model.

The PTE is similarly innovative and resourceful in connecting students, communities and industry; organising events such as the Māori in Tech whānau evening and the Tech Speed Meet which connected students with multiple prospective employers over a networking evening.

Techtorium has strengths in connecting with high schools. These course offerings are valued by schools, and the relationships have been enduring. A diverse range of schools are involved through these networks, and the PTE dedicates considerable resources to this work. Many school students have achieved credits towards NCEA. Graduate employment outcomes are also being reported back to source schools.

Techtorium maintains plausible, positive data on further education and employment outcomes.[2] The PTE records graduates entering a wide range of entry-level roles, and |

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[2] 2020-23 outcomes: Further Education and (IT-related Employment): 62 per cent (22 per cent); 60 per cent (24 per cent); 50 per cent (25 per cent); 44 per cent (20 per cent). Non-IT Employment ranged from 8 per cent to 4 per cent over the same period. After two years of study, IT-related Employment from the level 7 focus area programme has been 70-80 per cent or higher over the same period.

| | also tracks progress into higher-level roles. The industry pathways team maintains this information, which is based mainly on direct contact with businesses and alumni wherever feasible. There is also some more limited graduate survey data and feedback.

The PTE has an articulation agreement with Massey University for the level 6 programme. Thirteen students have entered this pathway since 2023. Techtorium says there is positive feedback from Massey University on the students' skills and preparedness for degree-level study. |
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| Conclusion: | Techtorium is developing graduates for a growing industry which is facing skills shortages. The PTE is doing well in attracting underserved and priority group students into this field. Outcomes for Māori and Pasifika learners are positive. Industry and schools highly value the work the PTE does in relation to matching their needs. The provider has recorded some compelling case study information, but overall the evidence of value could be more convincingly captured, particularly for the level 5 programme. |

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Techtorium has responded to the programme renewal cycle and invested heavily into identifying programme change needs and new programme development to maintain alignment with industry needs. There have been some issues matching NZQA timeframes and requirements, which ultimately disadvantaged the PTE.

There is a well-considered and well-informed approach to teaching and learning. This model is deeply embedded and distinctive. It is constantly refined and further enhanced by ongoing interaction with stakeholders. School and industry stakeholders interviewed by NZQA highly value what the PTE is doing to match student and stakeholder needs.

Students are well looked after and enjoy a lively and affirming educational environment. Techtorium responds to student feedback from surveys and student |

	representatives. The facilities, technology and open-plan arrangements help foster a work-like and dynamic modern study environment. Soft skills development is a strong feature, and stakeholders clearly described transfer of these and other technical skills into the workplace.
	Trainers are mostly suitably qualified and experienced or are progressing their professional development supported by the PTE. Identification and nurture of new trainers is a strength, and some graduates progress to these roles using an internship/new trainer development model. There has been some staff churn among trainers due to a buoyant industry offering lucrative salaries in a context of skills shortages.
	The current and ongoing cycle of end-of-delivery review and check of assessment quality seems to be in place, but with limited identification of trends or issues to provide insight into the quality of programme delivery or how well it matches needs. The moderation of assessment samples sighted appears to be relatively low intensity given the context below. There is weak evidence of effective internal and external moderation. Programme review has been variable and lacks clear identification of improvement.
	In 2022, NZQA monitored the level 5 focus area programme and identified significant issues in Techtorium's assessment practices. An improvement plan has been implemented, but the issues identified in the PTE's largest programme by enrolments are such that self-assessment for this key evaluation question has been rated as Marginal.
Conclusion:	The programmes offered match student and industry needs well. The academic quality function needs strengthening (see Recommendations). Further monitoring will be required before NZQA can be confident that overall assessment protocols and associated teacher capability to assess meet NZQA requirements.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	The trainer is identified as the 'primary relationship holder' at Techtorium; responsible for supporting the learner and involving them in their learning. Trainers described familiarity with their role and responsibilities. A key metric is used to create a clear and positive engagement framework for students and for staff monitoring and engagement conversations. Attendance, achievement and attitude (soon to be adaptability) provide the measurable themes. Capability and employability skills development is also purposeful and integrated across campus activities.
	There is also a well-resourced and supportive network of non-teaching staff. Student services and industry pathways staff play important complementary roles. Supporting the transition from school to programme and to the workplace is well resourced and effective. The PTE has expertise in supporting neurodiverse learners; this is recognised by students and stakeholders.
	Techtorium responds to student feedback and prioritises their wellbeing in multiple ways. Various channels include formal student representatives, surveys and affinity groups. Fortnightly student groups provide relational networks, help facilitate campus activities, and act as a forum to identify any potential barriers to success.
	Techtorium also shows high attention to wellbeing through well-maintained facilities, a women's room, an Islamic prayer room and kitchens providing breakfast and other healthy snacks. The staff profile for both teaching and support is diverse (and sometimes youthful as career starters are given excellent opportunities), complemented by long-serving, well-experienced staff. The intentionally few international students enrolled have been well supported and well integrated into a lively campus culture.
	A notable improvement since the last EER is the well-considered implementation of support for Māori and

	Pasifika learners based on new expertise and ideas.[3] There are transformational activities as Te Reo me ōna tikanga is being adeptly woven into PTE activities. There is notable capability development of staff in Te Reo, for example.
Conclusion:	Techtorium is highly focused on supporting and involving the students. These activities are well resourced, successfully executed, and deeply embedded. Self-assessment was most effective under this key evaluation question. The 'well implemented' ratings in the PTE's Code self-review are appropriate.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Techtorium governance and management have faced major challenges due to the pandemic, Auckland weather events, decreased enrolments, reduced income and the subsequent need to restructure the PTE. These challenges have been well managed, while maintaining continuity of programme delivery for the students and service to other stakeholders.

Daily and weekly monitoring of achievement, support and course delivery is currently robust. The implementation of whakamana tangata learner support strategies is notable. Cyclical review and identifying the tracking of actions for measuring or identifying improvement is less well evidenced and therefore less convincing.

Techtorium has enjoyed notable successes since the last EER. The PTE secured additional TEC strategic funding and was a winner in the Auckland Business Chamber awards. Industry stakeholders and secondary school staff managing short courses or referring leavers to full-time study at Techtorium all support the role the PTE is playing in the network of provision. Techtorium is seen as a PTE where priority group learners will likely thrive and succeed and enter a pathway to an IT career. |

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[3] He Whakamana Tangata

	The implementation of internal monitoring reports and consistency review style self-assessment is laudable in intent, and should if continued systematically have long-term benefits. Since the restructure, Techtorium has been overhauling the academic quality coordination function. Some key meetings lack clear, measurable outcomes towards improvement. NZQA recommends clearer definition between operational and academic quality activities and the formation of an academic committee with the requisite skills and experience to oversee academic quality.
Conclusion:	Techtorium has managed multiple challenges since the last EER. Continuity of programme delivery for students and service to other stakeholders have been maintained. There is a need to strengthen academic quality self-assessment.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Techtorium follows many of the typical good practice approaches used across the sector: monitoring the NZQA eQuate newsletter and other NZQA and TEC updates; planning around key milestones; and use of integrated software systems such as Teams and the PTE's internal wiki, which includes approved policies and procedures.
	Senior management and other staff (particularly in quality assurance and lead trainer roles) have appropriate delegated responsibility. There are internal evidence sources pointing to embedded compliance management such as the academic registrar report, staff handbook and complaints register.
	An audit of international student files (four students) during this EER raised no concerns. All files sought were readily accessible and the samples met or exceeded minimum requirements. Also notable was the attention to confidentiality around students' information in the student management system.
	The TEC audit report for Techtorium released 29 October 2024 states that 'systems, processes and practices are

	acceptable, with some nonconformities. Improvements will need to be monitored.' The PTE complied with 5 of 9 focus areas (2 required improvement and 2 did not comply). Safety and wellbeing are attended to. For example, a trial evacuation was commissioned in 2023. This was professionally conducted and reported. Covid protocols also seem well implemented. Techtorium shows a commitment to ensuring a safe and secure work and study environment. NZQA monitoring found that the PTE's assessment practice was poor and concerning enough to be referred to the NZQA Risk team. Techtorium was not found to be meeting the Programme Approval and Accreditation Rules: 6.1 Criterion 1 Assessment and moderation.
Conclusion:	Knowledge of and attention to compliance management is generally sound. There are various examples of robust practices and outcomes. In 2022, programme delivery was found to be exceptionally weak in the largest programme.[4] This gap was not managed effectively, is significant, and undermines NZQA's overall confidence in compliance management as well as academic quality management.

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[4] More specifically, ensuring that valid, reliable assessment supporting credible learner achievement conformed to NZQA requirements.

Focus areas

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

2.1   Diploma in Cloud Management (Level 7)

Performance:	**Good**
Self-assessment:	**Marginal**

2.2   New Zealand Diploma in Information Technology Technical Support (Level 5)

Performance:	**Good**
Self-assessment:	**Marginal**

Recommendations

Recommendations are not mandatory, 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 Techtorium New Zealand Institute of Information Technology Limited:

- Establish an academic committee (or equivalent) for oversight of academic quality; to oversee all aspects of programme development and delivery (including teacher quality and assessment processes); receive reviews and action plans and monitor academic compliance.

Requirements

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

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

Appendix 1

Table 1. Techtorium achievement data – all TEC funded programmes (number of students in brackets)

TEC data (supplied 31.05.2024)	2020 (214)	2021 (250)	2022 (290)	2023* (233)
Qualification completion rate – All	92% (198) 87%	88% (219) 85%	83% (242) 79%	81% (188) n/s
Course completion rate – All	94% (202) 94%	95% (237) 92%	87% (251) 88%	86% (201) n/s
Course completion – Pasifika	97% (34) 94%	98% (52) 91%	82% (49) 82%	80% (37) n/s
Course completion – Māori	93% (27) 93%	n/s (41) 88%	88% (37) 88%	81% (22) n/s
Course completion – Other	94% (147) 95%	93% (154) 93%	87% (171) 89%	89% (142) n/s
Course completion – International students	100% (10)	10% (13)	100% (8)	100% (9)
Withdrew – students who discontinued after two-week period	(16)	(17)	(44)	(32)
*2023 data is interim throughout until confirmed by TEC Single Data Return process				

Final

Table 2. Techtorium achievement data – Focus Area programmes (number of students in brackets)

New Zealand Diploma in Information Technology Technical Support (Level 5)	2020 (74)	2021 (82)	2022 (80)	2023 (67)
Qualification completion rate – All	91% (68)	88% (72)	71% (57)	75% (50)
Course completion rate – All	95% (70)	94% (77)	78% (62)	87% (58)
Course completion – Pasifika	93% (12)	97% (22)	75% (13)	79% (15)
Course completion – Māori	91% (10)	93% (14)	73% (7)	100% (4)
Course completion – Other	96% (48)	93% (41)	81% (42)	89% (39)
Course completion – International students	100% (2)	100% (5)	0	100% (2)
Withdrew	(4)	(5)	(18)	(9)
Diploma in Cloud Management (Level 7)	2020 (30)	2021 (37)	2022 (47)	2023 (38)
Qualification completion rate – All	100% (30)	95% (35)	89% (42)	89% (34)
Course completion rate – All	100% (30)	97% (36)	91% (43)	92% (35)
Course completion – Pasifika	100% (4)	100% (6)	67% (6)	100% (6)
Course completion – Māori	100% (4)	100% (4)	100% (4)	86% (6)
Course completion – Other	100% (22)	96% (27)	97% (33)	92% (23)
Course completion – International students	100% (3)	100% (3)	0	100% (1)
Withdrew	(0)	(1)	(4)	(3)

Final

Appendix 2

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[5]*

- *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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[5] 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*

- *maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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). 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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