



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

New Zealand School of Education
Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 18 August 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:	New Zealand School of Education Limited (NZSE)
Type:	Private training establishment (PTE)
First registered:	6 April 2004
Location:	Head Office: 3033 Great North Road, New Lynn, Auckland
Delivery sites:	3033 Great North Road, New Lynn, Auckland 6 Osterley Way, Manukau, Auckland Level 3, 131 Queen Street, Auckland CBD Basement Floor, 2171 Great North Road, Avondale, Auckland
Courses currently delivered:	<ul style="list-style-type: none">• Diploma in 3D Animation (Level 6)• Diploma in 3D• Diploma in Design (Level 6)• Diploma in Business (Level 7)• Diploma in Computing (Level 7)• Diploma in Information Technology (Level 6)• National Diploma in Business (Level 5)• National Diploma in Computing (Level 5)• Certificate in Computer Servicing (Level 5)• New Zealand Certificate in English Language

(Level 4)

- Certificate in Foundation Studies (Level 3)
- New Zealand Certificate in Computing (Level 3)
- National Certificate in Early Childhood Education and Care (Level 3)

Code of Practice signatory: Yes; signatory date October 2004

Number of students: Total: 450 students; domestic, 76 students; international, 374 students; Māori, 7 per cent; Pasifika, 9 per cent

Number of staff: 70 full-time; 11 part-time

Scope of active accreditation: See: <http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=764755001>

Distinctive characteristics: This school is a medium to large PTE which provides education and training in a variety of fields. It has predominantly international students and many of its programmes are funded by the Tertiary Education Commission (TEC) under the Student Achievement Component (SAC) scheme, or other funding.

Recent significant changes: NZSE is undergoing a period of intensive qualification development as a result of the NZQA mandatory review of qualifications. It has a number of New Zealand qualification applications currently submitted to NZQA pending approval, and others in information and communications technology, arts and design, business and foundation under development. It is also seeking accreditation to deliver a number of programmes developed by a prominent polytechnic.

NZSE is currently expanding into a new campus at Avondale and has leased additional space to increase the size of its Manukau campus.

A number of new measures around academic and student support were initiated during 2015 in response to educational performance indicator data. Measures have included the appointment of an academic support specialist, increased use of TEC literacy and numeracy data to form individual learning plans for students, changes to the

processes and types of student support offered on each campus, and the establishment of the Student Journey tracking sheet.

Other significant changes include the following recent senior staff appointments:

- Head of school business – appointed December 2014
- Academic director – appointed February 2015
- Academic support specialist – appointed August 2015
- Head of school creative technologies – appointed November 2015

Previous quality assurance history:

In 2013, NZSE purchased another PTE and its programmes. In doing this, NZSE inherited the conditions imposed by NZQA on the other PTE's delivery of the New Zealand Diploma in Business (Level 6) (NZDipBus). In response to the recommendations from the NZDipBus monitor, NZSE submitted an action plan to NZQA in 2014.

As an accredited user of NZQA-administered assessment standards, NZSE is subject to the NZQA annual moderation of assessment outcomes. In the years 2011-2013 the moderation results were mixed, with a number not meeting the standard. The results of 2014 were of a high standard, with all moderation outcomes being up to standard.

The EER of 2012 showed that NZQA was Confident in the educational performance, and Confident in the capability in self-assessment of NZSE at that time.

2. Scope of external evaluation and review

The scope of the EER included the following focus areas:

- Governance, management and strategy

This is a mandatory focus area.

- Diploma in Business (Level 7)

This programme is representative of the business part of the operation and has the most enrolled students in the business faculty.

- Diploma in Information Technology (Level 6)

This programme is representative of the information technology part of the operation and has the most enrolled students in this area.

- Certificate in Foundation Studies (Level 3)

This programme represents the other areas that NZSE covers and is a lower-level programme.

These focus areas typify the range of programmes delivered by NZSE. A focus on compliance with the Code of Practice for the Pastoral Care of International Students is integrated into governance, management and strategy and is discussed under key evaluation question 5.

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.

Two NZQA evaluators visited NZSE head office in New Lynn and three other delivery sites over three days. Prior to the EER, the NZQA lead evaluator and the directors and senior management of NZSE discussed the possible focus areas and EER procedures. NZSE supplied the lead evaluator with descriptive information about the organisation and a summary of its self-assessment activities, including any changes that had occurred since the previous EER. This assisted the lead evaluator in developing the scope of this EER, in collaboration with the academic director of NZSE.

During the on-site visit, the evaluation team interviewed the owner-director, the other directors, senior management, branch management, the teachers and students on the programmes. Graduates and various stakeholders were also

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interviewed or telephoned. A range of documents was examined to clarify and verify items that arose from the discussions.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Highly Confident** in the educational performance of **New Zealand School of Education Limited**.

NZQA is **Confident** in the capability in self-assessment of **New Zealand School of Education Limited**.

Educational performance is strong across the programmes that form the focus areas of this EER, and the overall performance of the school in this area is high. There is evidence that achievement in some programmes has lifted in recent years as a consequence of some well-directed self-assessment. NZSE produces clear student achievement figures in line with the requirements of the funding agencies. Much data focuses on the target groups highlighted in government funding, with attention to Māori and Pasifika performance rates, and those of youth under 25 years. NZSE compares the achievement rates of these groups to understand how it can keep improving its performance in these areas. One area of concern is a general drop in Māori and Pasifika course completion over the last few years.

The engagement of a business analyst recently has assisted the compilation and analysis of achievement data, and the evaluators saw that much measuring and analysis has been carried out. NZSE figures show that the school had approximately 84 per cent overall course completion from around 800 students in 2015. Within each programme, NZSE disseminates the achievement data in meaningful ways, as seen in the programme report for the Certificate in Foundation Studies which examines which higher-level programmes within NZSE the students advance to. This knowledge allows the teaching staff to develop teaching strategies that will assist the staircasing process. The evaluators found that the achievement information is communicated regularly through the campuses and that teaching staff were aware of the achievement rates of their own programmes.

NZSE benchmarks its annual achievement results against those from comparable PTEs, polytechnics and an Auckland university, and finds that it performs generally a little more favourably than these institutions for the programmes delivered. This comparison comes from TEC data and direct relationships with these institutions.

This provider is energetically trying new methods of self-assessment to help it understand and support student retention and achievement. It actively seeks ways to support students to complete their programmes and achieve the qualifications. It has one or two innovative and effective forms of self-assessment that allow it to carefully monitor the academic progress of students, the contact made with external stakeholders, and student contact with in-house support services and administration.

Self-assessment at NZSE is well developed, with some innovative methods for recording student progress. The 'Student Journey' documentation is a good example of this innovation, as it tracks not only student results but also attendance, the accomplishment of administrative functions, and any internal support supplied to the student. So the whole history of the student's relationship with the school is mapped out.

NZSE actively establishes and fosters good relationships with industries and employers in the fields that it provides training for, and with academic institutions that provide pathways for the various programmes that NZSE provides. Many of the important relationships with employers and other tertiary institutions are formalised in memoranda of understanding, which indicates the resolve behind these relationships. Through these relationships, NZSE is able to gain valuable information showing that the outcomes for its students are generally strong and valuable.

The evaluators noted that throughout the NZSE organisation there is a family atmosphere that is valued by the staff and provides a comfortable and supportive environment for the students to learn in. On every level, the staff take a responsive interest in the progress of the students and the achievement of their educational goals. As an institution, NZSE engages staff members with a positive attitude to teaching and learning, and it fosters the professional development of staff to enhance their skills while they are employed there. Some of the teaching staff have been employed at NZSE for eight to 10 years, and the evaluators were told that that it is a good place to work in.

NZSE has some innovative teaching methods which enhance the learning process and stimulate student engagement. These methods include scenarios and role plays which include elements of practicality and industry mentoring, allowing the students to operate in a realistic environment. They add value to the learning and students gain a lasting experience from these methods. The provider also embraces new technology to support learning processes. The recent introduction of BYOD (Bring Your Own Device) to some of the programmes allows students, with the required device specifications, to access electronic programmes and databases from wherever they are, so that they have their study resources available at all times.

The central management at NZSE is very responsive to any student needs that are uncovered by the self-assessment process. This is illustrated by the recent establishment of a number of important management positions to bolster student achievement and supervise the gathering and analysis of self-assessment data. Management fosters a number of discipline-specific local advisory committees which convene twice a year to advise on industry trends that would influence programme design and delivery. This is a positive part of ensuring that the learning experience stays current and relevant to the industry. NZSE has a comprehensive system of collecting student feedback which is tailored to provide information for a number of specific purposes.

There are several aspects of self-assessment that can still be improved. The evaluators found that internal moderation of assessment processes could be further developed to ensure that assessment outcomes are always valid, consistent and reliable. Knowledge and application of the Code of Practice for the Pastoral Care of International Students is good, but could be enhanced in a couple of areas. It would be useful to NZSE if feedback from employers was collected in a more systematic way, allowing for more accurate analysis. This will be useful in showing the value of the training provided, and in providing insights to inform programme development for the future.

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 **Excellent**.

The rate of student achievement at NZSE is good and has steadily improved over the last few years. NZSE has extensive, relevant information on the progress and achievements of its students, and this has become intensified with the addition recently of a business analyst to the staff. The collection and analysis of achievement information exceeds that required for the reporting to funding agencies and gives NZSE a strong understanding of how well it performs in comparison with other providers that operate in the same academic areas. NZSE figures show that the school had an achievement rate of 86.5 per cent across all programmes, which is a rise from 77.7 per cent in 2013. NZSE measures achievement across all the targeted groups of students. An area of interest to NZSE, as shown in Table 1 below, is the drop in Māori and Pasifika achievement rates. Course completions in SAC-funded programmes also showed a slight decrease over the same period of time. Figures for different cohorts within the same programme are also captured and compared.

Table 1. NZSE course completions, 2013-2015

NZSE overall	2013		2014		2015	
	% of total students	Course completions %	% of total students	Course completions %	% of total students	Course completions %
Domestic (SAC funded)	32.6%	80.0%	27.3%	84.4%	26.6%	73.7%
International students	67.7%	75.4%	72.6%	89.3%	73.4%	91.0%
SAC (under 25 years)	46.8%	76.9%	46.4%	84.8%	45.6%	76.4%
Māori	20.2%	79.8%	21.5%	78.7%	22.4%	66.0%
Pasifika	60.3%	84.1%	55.0%	83.7%	44.2%	71.5%

Table 1 based on the NZSE self-assessment summary with permission.

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

The achievement figures for 2015 for the programmes chosen as focus areas also show high achievement rates, despite the different natures of the three programmes listed below (see Table 2).

Table 2. NZSE achievement in EER focus areas, 2015

Programme	2015
Diploma in Business (Level 7)	96.3%
Diploma in Information Technology (Level 6)	84.8%
Certificate in Foundation Studies (Level 3)	79.6%

Figures taken from NZSE statistics with permission.

NZSE benchmarks its achievement rates against those of local polytechnics and PTEs that provide similar programmes, and Ministry of Education statistics. The results of this comparison show that NZSE has achievement rates that are comparable to or better than those of these providers. NZSE has good achievement rates which are generally improving, and very good self-assessment to support this. The downward trend of achievement in the Māori and Pasifika groups in recent years is one that NZSE is aware of and is developing strategies to improve understanding of their needs, and to provide monitoring and stronger academic and pastoral support. The area of Māori and Pasifika student support is covered in more detail in key evaluation question 5 of this report.

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

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

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

The evaluators determined that there is obvious value in the outcomes of the programmes sampled at NZSE. The students go on to higher education and employment, and some international students gain valuable immigration points that could lead to the students getting permanent residency in New Zealand.

The value of the outcomes is seen in a number of ways. The students' needs are being met at NZSE. It has a number of formal memoranda of understanding with local polytechnics and a university to consolidate the pathway for students to progress in their learning and gain higher qualifications in their chosen field. Some of these established pathways give NZSE graduates a road to targeted degree programmes at university or polytechnics through cross-credit agreements. To further enhance students' prospects, NZSE has secured a number of scholarships from prominent businesses, which pay the fees of the selected students throughout the term of their studies. These students are also guaranteed internships that may turn into full-time jobs with the sponsoring organisation. Anecdotally, the students who go on to higher study are well prepared for the rigours of learning at these

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levels, and the evaluators learned that the relationships between these institutions are not taken lightly. Some international students on the Diploma in Business programme seek employment after graduation, usually in middle management positions, and NZSE supports and assists these students to do this. The graduate surveys confirm this.

Students gain in confidence and learn employment skills, personal discipline and presentation skills. International students learn about the New Zealand business culture and the local business jargon. Feedback from teachers and stakeholders confirmed that these enhancements add value. Some students, especially those in the lower-level programmes, attested that their lives had been transformed for the better through the learning experience.

NZSE attempts to integrate the realism of industry into the learning where possible. The students said they greatly appreciated the opportunity to practise application of the theory in industry and having direct contact with employers. The project-based nature of some of the programmes and having industry people involved in the assessment allows valuable contacts for future possibilities.

The provider has some good avenues to collect informal feedback from external stakeholders, but these could be enhanced further. Anecdotal destination data from sources is collected from employers and the university and polytechnic sectors. This feedback gives some insightful information for NZSE, but a systematic and formalised approach to the gathering of information would give a more controlled basis for comparing and analysing the information.

The career services at NZSE play a large part in adding value to the learning experience by assisting the students in finding internships in industry, which are a compulsory part of some of NZSE's higher-level programmes. The career services department at NZSE also helps students to find part-time jobs to help them support themselves during their studies. Students and employers value the internships. Members of the advisory groups are employers that offer internships and have employed graduates. One employer commented that a graduate became an employee of the month shortly after starting with their organisation. Another employer commented that students are taken through the company's normal recruitment testing before being accepted as interns. This gives added value to the students who gain the internship.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

NZSE meets the needs of its students well. The school makes an effort to ascertain the needs and aspirations of the students at the outset of their studies. There is provision in the application and enrolment processes for the student to divulge any learning disabilities or other issues.

In the higher-level business and information technology programmes, many students come from overseas and already have high-level qualifications, but seek to complement the learning they already have with the kind of sound, practically based applied learning that NZSE provides. NZSE pays particular attention to the inclusion of practical learning activities in its programmes. These include project-based learning, working in groups, and employment-based internships. Such learning activities give students practical skills and networking opportunities that enhance the students' employment possibilities. The career services department at NZSE works hard to place the students in work placement and part-time work during their studies. The study timetable for classes is organised so that students can manage part-time jobs in conjunction with their studies. This is a significant consideration for international students, many of whom wish to work to supplement their income, as allowed by the conditions of their student visa.

In programmes such as the Certificate in Foundation Studies, the students who graduate at level 4 have the option to advance to higher training at university and polytechnics. NZSE fosters strong relationships with such institutions to provide strong pathways for the students. For those students who wish to enter the workforce, NZSE has facilities to help the students with compiling and presenting a curriculum vitae (CV) and assistance with interview skills and personal presentation.

NZSE works actively with some local high schools, offering 'taster' courses to stimulate interest in the programmes and engaging in secondary school careers expos and trades workshops to promote programmes that lead to careers, and help meet the needs of these potential students.

In determining how well it meets the needs of the students and stakeholders, NZSE is aware of the value of collecting feedback. The students give feedback at stages of their progress through the programmes, and NZSE also collects informal feedback from other stakeholders. NZSE has good ties with industry and within the academic circles in its networks, and with relevant organisations and institutions through the professional contacts of its management and staff.

The literacy and numeracy needs of each student are determined, and appropriate studies are embedded into the foundation programmes. Testing for literacy and

numeracy competency is carried out using the TEC tool, with the initial test being used during the orientation period. Subsequent tests near the end of the programme show improvement in literacy and numeracy skills. The results are plotted and generally students make some improvement through the programme.

NZSE makes good use of its local advisory committees to bring together relevant academics and industry representatives to enlist their expertise to inform programme development and delivery improvement. Some eminent industry people have been gathered onto these committees to give advice. The minutes of these meetings show that the committees meet two times per year and that the exchange of ideas is at a useful level.

Extensive feedback is collected from the students throughout their time at NZSE. These are questionnaire-based surveys and tailored for specific purposes. The surveys are conducted at intervals to gain students' impressions throughout the process of gaining their qualification. Such feedback gives valuable insight into the effectiveness of orientation and the methods of teaching and assessment, and provides employment destination data. International students are further asked to give feedback on the performance of their agents and the quality of their homestays. This extensive feedback allows NZSE to ascertain how well it meets student needs throughout their progression through the programmes.

1.4 How effective is the teaching?

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

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

The evaluators found that there is generally a very good teaching environment at NZSE. Of particular note was the passion and dedication of the teaching and support staff and the high quality of the learning environment. NZSE encourages a high level of qualifications for its staff members. Teachers are encouraged to have at least a Master's degree in their discipline area, and those who do not currently have this standard are supported to achieve it. NZSE also supports and encourages its teachers to gain the National Certificate in Adult Learning and Education (NCALE) to ensure they have up-to-date teaching skills.

The provider seeks feedback through regular liaison with relevant universities and polytechnics to ensure the continuing alignment of the pathways from its programmes to theirs. This enables the students to make the transition as smoothly as possible.

There is an active policy of professional development for teaching staff at NZSE, and this is negotiated and administered through the performance review process. Teaching staff each get an annual professional development allocation, and are able to get paid leave to attend such activities. Part-time and full-time teachers

alike are able to engage in this resource with equal assistance from NZSE. Teaching practice is enhanced by a system of peer observation which allows the observer and the teacher to reflect on the teaching and learn from each other. Written feedback is given at these events and provision is given for teacher self-reflection. The management of the Certificate in Foundation Studies engages in 360 degree evaluations, so the managers gain feedback on their performance from their staff. It is notable that there is a high proportion of long-term, full-time staff at NZSE, indicating satisfaction with their work.

NZSE has an established system for moderation of assessments and engages in pre-assessment moderation either internally through a peer moderation system or externally as required by the standard-setting body. The evaluators saw a schedule of external moderation for the Certificate in Foundation Studies which involved contractors sampling assessment marking, which is a good means of checking that systems are working. Internal post-assessment moderation could be improved, however, as for some programmes this currently relies on a sample of assessment units being moderated so that all the assessment units in the programme are moderated in a three-year period. Such sampling does not allow surety that all assessment results are valid, consistent and reliable, and a more comprehensive system of moderation is needed in some programmes at NZSE. The possible time lapse between the student taking the assessment and moderation does not ensure that potential issues with an assessment are dealt with quickly. The external moderation reports presented by the provider from NZQA and ITOs all show good moderation results in the period from 2014.

There are some innovative practices in teaching underway at NZSE. Staff are supported by being allowed to concentrate on teaching and developing innovative ways of delivery, as there are designated departments that attend to the support functions. A notable example of teaching innovation is that of using the website 'Turnitin' a proactive way so that the students can check their assignment work for unintentional plagiarism before they hand it in for marking. Other examples include the use of technology such as Safari Online (a large collection of online resources), BYOD (Bring Your Own Device) which allows students access to their electronic learning tools wherever they are, without needing physical connections. The school has devised an open Moodle forum which students are encouraged to engage with for their lessons and discussion forums. The Moodle forum is available all the time.

While there have been developments in this area, more concentration on the achievement of Māori and Pasifika, and improving the retention rates of these students would be of benefit to NZSE. In order to do this, a greater understanding of the motivation of Māori and Pasifika entrants to the foundation programmes would be helpful given the reasonably large rate of withdrawals of these students from these programmes.

The evaluators noted that NZSE makes a concerted effort to maintain a research profile for its teaching staff, and to ensure that research output from staff members is monitored and used to inform the teaching. It is felt by the school's management

that it is useful to maintain a high-level academic research credibility as NZSE provides programmes to level 7, and some students are taught some of the elements of research methodology. It is also looking to deliver some degree-related programmes on behalf of another provider, so the teaching at this level should be informed by research. Teachers in the higher-level programmes at NZSE have an appropriate academic outlook in their teaching. NZSE has an active research committee to look at student research proposals and ethics issues.

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 **Good**.

Good support mechanisms are built into the academic systems at NZSE to enhance the learning experience and encourage positive outcomes for the students. The provider has dedicated student support people who respond to the needs of the students. These support people, seven in number, have a roaming responsibility across the four Auckland sites. NZSE has a small fleet of cars and a bus to facilitate easy travelling between sites. The students attested that these support people are readily accessible and able to deal with learning problems, and refer students to expert help in the case of more personal problems. Recently a student support team leader position has been created to co-ordinate support activities at NZSE.

The student handbook has good student support information and contact information for external agencies that can help with various student problems. The student handbook was not strong in its coverage of the academic rules. There is little official explanation for the students in such academic areas as plagiarism, and the penalties for it, and how late submission, appeals, aegrotat passes, re-sits and suchlike, are dealt with, or how the grading system works. While students are advised of these in orientation, and some during programme activities, it is useful for students to have a written explanation of these rules to refer to.

The provider has good support for international students who make up a significant proportion of the school (79 per cent of the student body at the time of the EER) and perform well (97 per cent course completions). International students are picked up from the airport on their arrival and taken to their accommodation by representatives of the support staff. Those students who stay in homestays have their accommodation vetted by the contracted accommodation agency, but NZSE does not also check the standard of the accommodation itself, or audit the performance of the agency. However, it does collect feedback from these international students to gauge their reaction to the accommodation. Most of the students that the evaluators met were adult students and were staying with their families or in apartments. NZSE has 24 international students under the age of 18, and is very aware of its

responsibilities to this group. This group of younger students is closely monitored and issues are dealt with quickly.

Sporting events are organised between NZSE campuses, and celebrations are held for the various New Zealand and international festivals that occur throughout the year. International language weeks are actively observed to celebrate the cultural diversity of the school. NZSE adopts a very successful buddy system in which a domestic student pairs up with an international student and the buddy shows the international student the local facilities such as banks and transport, and helps the student with getting SIM cards, student ID and the like. The student committee acts as a useful conduit to convey student-related issues to the central NZSE staff committee.

There is an extensive orientation period to introduce new students to the campus and their intended programmes. This is for all new students, but there is an emphasis on the international students to help them acclimatise to their new environment. In response to student feedback, the period of orientation has now been extended to three days.

The Student Journey actively tracks the use that each student makes of the various support services. This helps to monitor the individual's progress and identify issues at an early stage so that a timely response can be given. Academic staff can view this information while monitoring academic progress. Data from this tracking process is used to ensure consistency in support processes from the support people.

The career support services at NZSE keep very close relationships with industry in order to secure jobs and internships for the students. Career support services also regularly updates staff on student successes. This has proved a very valuable relationship and has developed to the point where the employers now often approach NZSE proactively when they have a job vacancy.

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

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

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

Governance and management at NZSE is effective at this time. NZSE has a sole owner, who is also the managing director, and a directorate of six people who between them cover the main functions of the school: finance, academic matters, marketing and recruitment, operations, and human resources. The directors are all full-time working managers of their sections, so it is very much a hands-on situation. Formerly there was a chief executive officer, but this person departed and was not replaced. As the directorate is all from within NZSE, it could be strengthened by the inclusion of an independent director to challenge decisions from an outside viewpoint and enhance objectivity in the governance role. The *Final Report*

management structure of NZSE is very much modelled after what can be found in larger institutions, and the important academic and student support functions follow a robust traditional structure. This means that there is plenty of support and accountability for the important academic functions at NZSE.

There are specific committees for programme results ratification and programme development, local advisory committees for each industry sector covered, a committee that deals with research proposals and ethics, a health and safety committee, a school leadership group, the academic board, a committee for each school group, for individual teams, and the student committee. All of these report upwardly in the hierarchy, and the executive committee co-ordinates and oversees all this activity. Currently, as all the campuses are located in the greater Auckland area, management is able to travel between campuses to attend important committee meetings. Electronic technology, such as video-conferencing and Skype, is also used for communication.

NZSE has a clear strategy and vision for the school's future, and has a healthy mix of higher-level and foundation programmes for SAC-funded students. In this way, it is not reliant on one market. The PTE takes an obviously student-centred approach and engages in a 'CARE' approach which strives to foster the qualities of creativity, achievement, respect and empowerment in its graduates.

The evaluators noted that the teaching and support staff operate with enthusiasm and passion and that many staff members have been with the school for some considerable time. During the EER interviews, staff members generally indicated their satisfaction with their work at NZSE.

One innovative area of data collection that NZSE uses is the Student Journey. This is a means of tracking all academic results, support and administrative functions used for an individual student. This gives a comprehensive view of the student's activities, and allows trends of behaviour to be explored and easily compared with academic progress.

NZSE has a comprehensive and extensive network of relationships with industry, employers and other academic institutions which it uses well to inform business development and programme improvement. These relationships have sometimes resulted in scholarship opportunities for students, with a possibility of employment for the successful graduate at the end.

Student support is a prominent feature of the running of the school, as described in the report for key evaluation question 5 above. The 'wrap-around' support for the individual student is a concept that appears to work well at NZSE, as the improving student achievement results indicate. Māori and Pasifika student achievement is one area that NZSE needs to improve on, as mentioned earlier in this report.

The directorate and management give good direction to the school and manage developments very well, such as the growth of the international student body, the increase in the numbers of students in general, or the management of changes in the emphasis for funding.

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The senior academic staff at NZSE have been involved in the development of new qualifications in response to the NZQA Targeted Review of Qualifications, and the staff seem well versed and prepared for the changes. In some subject areas, programmes have already been developed and approved and are ready for delivery.

The management at NZSE is aware of the significance of developments in technology. It has updated the electronic systems in administration and introduced other systems to assist the delivery of academic programmes. NZSE has moved steadily to capture its enrolment and achievement data electronically which enables it to be easily collated and compared. The school also embraces electronic means of enhancing the learning experience for the students, as shown by the introduction of Moodlerooms discussion sites for some programmes, Safari Online, and the Aplus system of recording student attendance. Management is aware of the efficiencies to be gained from the use of electronic media.

Management has responded to the changing business needs of the school by creating a number of new, significant appointments in the last few years. Among these appointments are head of school for business, academic director, academic support specialist, and head of school creative technologies. The position of business analyst was created recently to assist with data collation and analysis. An office in Mumbai, India is maintained to give the school access to the abundant market of potential international students in that country. An education pathways manager has been employed to co-ordinate contact with schools and institutions.

Management fosters very good relationships with local industries, and an engagement log is kept to monitor staff contact with individual stakeholders so that the staff can see what communication has been maintained, how often and when. NZSE uses its contacts to foster scholarships for the students, and to encourage membership of the local advisory committees. Management also keeps a combined engagement calendar so that engagement with stakeholders can be co-ordinated.

The evaluators learned that senior academic staff encouraged 360 degree feedback to encourage an atmosphere of trust and transparency. It is not clear that this is an institutionalised procedure, but it is an encouraging one as it indicates that management is able to receive constructive feedback from their staff.

In all, the self-assessment of governance and management is generally strong, with only a few areas that can be tightened. These are in the academic area of moderation of assessments, and formalising some of its feedback collection to get a more robust analysis of meeting stakeholder needs and determining the level of value to the stakeholders. A more focused approach to Māori and Pasifika is also needed.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Diploma in Business (Level 7)

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: Diploma in Information Technology (Level 6)

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

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

2.4 Focus area: Certificate in Foundation Studies (Level 3)

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

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

Recommendations

NZQA recommends that New Zealand School of Education Limited:

1. Review its processes and procedures for the internal moderation of assessments to ensure that the results will be consistent, valid and reliable, and that any issues that arise can be corrected as soon as possible.
2. Ensure that there is some assurance of the quality of accommodation for international students provided by contractors.
3. Formalise a system of gaining feedback from industry, graduates and employers to ascertain the long-term value of the training.
4. Continue its vigilance in the general area of Māori and Pasifika achievement and take appropriate steps to improve these rates.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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Final Report