



# Report of External Evaluation and Review

Auckland Goldstar Institute Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 28 June 2011

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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

Location:	Level 5, 75 Karangahape Road, Auckland
Type:	Private training establishment
First registered:	2004
Number of students:	Domestic: nil International: 289 (105 English; 112 Healthcare; 72 business) Nine international students under the age of 18
Number of staff:	Full-time staff: 17 Part-time staff: 20
Scope of active accreditation:	Auckland Goldstar Institute Ltd (AGI) currently delivers: <ul style="list-style-type: none"><li>• Diploma in Healthcare Studies (Level 5)</li><li>• New Zealand Institute of Management (NZIM) Diploma in Management (Level 5)</li><li>• Certificate in English for Academic Purposes and IELTS (Level 5)</li><li>• Auckland Goldstar Limited General English course (Level 4)</li></ul>
Sites:	No additional sites
Distinctive characteristics:	AGI is a multicultural training establishment with staff and students from many countries around the world. All students are international students. AGI's key focus is developing and providing training towards

	employment.
Recent significant changes:	AGI has appointed a department head for each of the NZIM, Healthcare, and English programmes and a director of studies, all within the last year.
Previous quality assurance history:	<p>AGI was previously quality assured by NZQA by audit in 2009, which saw a repeat of an issue from the previous 2008 audit, regarding reporting to NZQA of student achievements.</p> <p>NZQA is currently reviewing the quality of the New Zealand Diploma in Business (NZDipBus). As the NZIM programme is part of the NZDipBus, AGI has had visits and regular correspondence from NZQA with a focus on working towards improving the delivery, assessment, and moderation of their NZIM programme.</p> <p>National external moderation records show that the NZIM papers have not yet met the national standard since they have been delivered by AGI.</p>
Other:	The Healthcare programme, now in its second year of delivery, has a unique work placement component where students are placed as community support workers or residential care officers with local employers. Once the skills and knowledge have been taught, the students are able to apply that knowledge in a real situation under the guidance of experienced staff in the sector. The tutors also have access to train and assess the students in the workplace.

## 2. Scope of external evaluation and review

The scope of the external evaluation and review of Auckland Goldstar Institute Limited included the following focus areas:

- Diploma in Healthcare Studies (Level 5)

This programme was delivered for the first time in 2010 and has seen a growing number of enrolments.

- NZIM Diploma in Management (Level 5)

This qualification is required by NZQA to be a focus area of the EER.

The mandatory focus areas are:

- Governance, management, and strategy

- International students.

### 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 evaluation team for this EER comprised one lead evaluator, a team evaluator, and an observer who by consensual agreement was involved in the decision-making. The team visited the college for two and a half days at its one site.

The staff, students, and external stakeholders interviewed as part of the EER included:

- AGI staff: managing director, campus manager, director of studies, quality assurance coordinator, heads of department, student counsellor, marketing manager, marketing coordinator, programme administrators, school administrator, and tutors from all NZIM and Healthcare departments.
- AGI students: current students from the NZIM and Healthcare programmes.
- External stakeholders: healthcare work placement stakeholders and members of the local advisory committee (LAC). These interviews were conducted face to face and over the telephone.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Auckland Goldstar Institute Limited**.

Students achieve well across all programmes at AGI. Though the NZIM qualification rate has decreased in the past year by 11 per cent, because of AGI's commitment to raising the quality of submitted assessments and marking the Healthcare programme had an excellent start, with 87 per cent of the first cohort of students completing the programme and gaining the Diploma in Healthcare Studies.

AGI students complete industry-aligned programmes of study which prepare them well for employment in a related field. There was evidence to show that students have secured employment on completion of both the NZIM and Healthcare programmes. The graduate employment outcomes from the first cohort of Healthcare students are excellent. Soon after the completion of the programme, 90 per cent of students had secured roles as community support workers, residential care officers, or Maori health and disability officers in the sector.

National external moderation has shown that NZIM papers have not yet met the national standard of valid and fair assessment since initial delivery. The evaluation team concurred that this area of weakness is now being effectively managed and, with the recent appointment of an experienced department head, AGI is confident this issue will be resolved.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Auckland Goldstar Institute Limited**.

Self-assessment is embedded across the organisation and has resulted in improvements. However, a more detailed analysis of information gathered would strengthen self-assessment and overall educational performance.

AGI lacks a depth of understanding of the value of the programmes overall to its external stakeholders and students. Stakeholder engagement is very strong within the Healthcare department but needs strengthening in NZIM. The evaluation team acknowledged that AGI is already preparing to establish three distinct local advisory boards for each area of general English, Healthcare, and business.

AGI is currently well informed of the value of the Healthcare programme to the industry. However, as the programme matures and grows in student numbers, a more systematic and formal approach to gathering this information would be required to support effective on-going self-assessment.

Self-assessment has been effective in bringing about worthwhile improvements. An example of this was the class feedback on the disruptive nature of students arriving late to

class, so a tighter attendance policy has now been implemented. This has already seen the attendance rate rise.

AGI would benefit from a broader analysis of achievement data which may identify and inform changes for improvement. Valuable data is gathered but it is not used to its full potential in clearly guiding what changes could be made for improvement.

## TEO response

Auckland Goldstar Institute Limited has confirmed the factual accuracy of this report

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

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

Self-assessment shows a decrease in achievement of the NZIM Diploma in Management qualification from 70 per cent in 2008 to 59 per cent in 2009/10. This decrease is attributed to the key focus of AGI on improving the quality of the outcomes for students. This has involved tightening up on the consistency and accuracy of assessment and a firmer policy of zero tolerance for plagiarism. It is expected that the achievement rate will rise again because the procedures, resources, and delivery are now embedded and there is a much clearer direction for students and tutors.

The qualification achievement rate for the first cohort of Healthcare students is excellent. Thirteen of the originally enrolled 15 students completed the programme and achieved the qualification. There was strong evidence to support an equally high retention and achievement rate for the next cohort of students, who were due to complete their studies the week after this evaluation.

All students spoken with at the evaluation said they had gained skills in addition to their subject areas and reported that their confidence had increased, and they had also become more independent living away from home. Healthcare students increase their critical thinking skills, aided by the reflection logs that are completed at the end of each week and discussed openly at the beginning of the following week.

Although the overall achievement of qualifications is good across the organisation, AGI is yet to have confirmation from NZQA that assessment of the business papers within the NZIM and Healthcare programmes are meeting the national standard required for achievement of competency.

The Healthcare programme includes two business papers from the NZIM which have not yet met the national standard for accurate, valid, and fair assessment. AGI's review and analysis of the Healthcare programme also suggests that delivery needs to be more relevant to the healthcare sector to engage students more effectively. There has already been a change, with the business tutor working closely with the Healthcare tutors to ensure the material will be more aligned to the healthcare profession, thus becoming more relevant.

Self-assessment of student achievement for individual papers is comprehensive. However, AGI lacks an overall understanding of its students' achievements across all programmes and over time. AGI would benefit from a broader analysis of achievement data which would identify and inform changes for improvement. AGI gathers valuable data, but it is

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

not used to its full potential in guiding clearly what changes could be made for improvement.

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

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

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

AGI students complete industry-aligned programmes of study that prepare them well for employment in a related field. There was evidence to show that students have secured employment on completion of both the NZIM and Healthcare programmes. A small sample survey of NZIM graduates showed that in 2008, 75 per cent were in employment of more than 20 hours per week. In 2009/10 the results showed that 63 per cent gained employment and 45 per cent of graduates were in jobs that related to the business and management field. Although this survey provides evidence of employment, the sample number is a small proportion of the total number of graduates. A larger representation of the graduate student body would provide AGI with more robust and reliable evidence of the value of this outcome.

The graduate outcome of employment from the first cohort of Healthcare students is excellent. Soon after the completion of the programme, 90 per cent of students had secured roles as community support workers, residential care officers, or Maori health and disability officers. In some instances, their new employer was also their work placement employer, demonstrating the value employers saw in the skills and knowledge the students gain from AGI's Healthcare programme. The majority of the next cohort to graduate has already found employment in the health sector. Most students said they were intending to enter into employment or further study in a related field. Stakeholders in the healthcare field said they valued the qualified staff, especially as the programmes include the study of dementia. They added that the AGI students came with the right attitude and skills.

Students in the respective programmes gain an understanding of New Zealand business and the New Zealand healthcare environment. Some students were intending to go on to further study while others from the NZIM programme commented that, once they had gained work experience in New Zealand, they would feel confident enough to return home and apply their business skills to a business in their own country.

AGI lacks a depth of understanding of the value of its programmes across the organisation to external stakeholders and students. Although there was evidence of a one-off project for gaining feedback from stakeholders, this approach needs to be embedded into the ongoing self-assessment process in order for AGI to know it is meeting stakeholder needs.

Gathering information from graduates of the programmes would indicate areas for improvement and ultimately improve overall educational performance. The evaluation team acknowledges that there are some information-gathering processes in the pipeline, such as a comprehensive exit survey.

Stakeholder engagement with the healthcare sector is strong, and AGI is well informed of the value of this programme to the industry. However, as the programme matures and grows, AGI would benefit from having a more systematic and formal approach to gathering this information and using it for effective self-assessment.

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

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

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

Consultation with industry stakeholders has been effective in the development of the Healthcare diploma. There was evidence that the process for the development of the Healthcare programme was comprehensive and thorough and proved to be fruitful, as demonstrated by the exemplary achievements and outcomes.

Ongoing stakeholder input overall is not as strong. AGI lacks comprehensive feedback from the programme areas of English and NZIM in order to ensure the programmes match the needs of the stakeholders and students. AGI has recognised this area as a weakness and is addressing it by establishing three distinct local advisory committees to deal more specifically with each area of general English, Healthcare, and business.

The work placement component of the Healthcare course is very strong. Tutors in the Healthcare department engage regularly with their stakeholders because of the interwoven component of the programme which enables students to gain relevant experience. Students are matched appropriately to a work placement as community support workers or residential care officers and have the opportunity to apply their theory and practical skills learnt in a simulated environment to mimic real situations with residents.

Activities are engaging and relevant for students. Areas where the students engage well (as shown through self-assessment) are the case studies, relevant stories, group work, and presentations. The Healthcare students also saw great value in the reflective journals.

Self-assessment is stronger in those areas of the organisation where there is a high level of stakeholder engagement. However, there was also evidence that reviews across all programmes have led to changes for improvement such as:

- Aligning the resources, material, and delivery of the NZIM business papers to the healthcare sector. The tutor is now working alongside the Healthcare tutors to ensure the content and examples used in case studies are relevant.
- Ensuring the Hauora unit standards in the programme are now at a more appropriate level.
- Introducing one level 6 dementia unit standard into the level 5 programme as it is more appropriately covered at the same time as the other three level 5 dementia unit standards.

- Introducing extra English classes, which are well attended, as a result of self-assessment of the NZIM programme.
- Having more computers available to all students.

The evaluators concur that, in some areas, processes are in place to capture feedback on the programmes which feeds into a review, but this could be more effective. Areas where stakeholder engagement is currently strong and effective in gleaning valuable feedback for reviewing of programmes would benefit in the long term by being a more formalised process. This would show AGI what changes need to be made, what changes have been made, and how effective they were.

#### 1.4 How effective is the teaching?

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

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

Teaching effectiveness is generally good across the organisation. NZIM tutors are from specialist areas of business, and all Healthcare tutors are registered nurses. All tutors are appointed for their skills and knowledge within their area of expertise, as well as their relevant experience in their field and a passion to equip and prepare students to secure sustainable, relevant employment.

AGI's commitment to delivering quality education is demonstrated by the recent appointment of department heads for NZIM and Healthcare who have brought to AGI extensive expertise in business and nursing respectively.

Tutors relate well to the students. They demonstrate good teaching strategies for effective teaching and use a range of activities to engage students in learning, as discussed in section 1.3 above. The students from each area were unanimously confident that the teaching was relevant and would prepare them well for employment.

The work placement component of the Healthcare programme provides an opportunity for excellent practical application of underpinning knowledge. During the work placement the tutors visit the students regularly to train and assess. There are also three assessors dedicated to visiting students to carry out assessments in their work placement.

Tutors have been supported in their professional development of adult teaching and assessor training. AGI has acknowledged the need for strengthening adult teaching skills for NZIM tutors and could now look to ensuring that all tutors have relevant skills in assessment moderation practice. This would ensure that tutors are aware of current good practice regarding ensuring assessments are valid and fair and are consistent in the marking. Examples of changes for improvement in this area are the current development of assessment tools for all six papers and a marking sheet so that the process and criteria are consistent and clear to both students and tutors. The NZIM department is building a good network for teaching and moderation purposes.

Moderation cluster meetings conducted by the Community Support Services Industry Training Organisation have been valuable and insightful for healthcare. Although AGI has met the standard for the Healthcare unit standards, the two business papers have not yet met the national standard from NZQA's moderation. AGI has also recognised a barrier to learning for the Healthcare students as the business papers were not aligned to the healthcare sector, making it harder for the students to see the relevance to their studies. This is currently being addressed, as discussed in section 1.1 above.

Student evaluations are currently reviewed at an individual level to ensure students are happy and having a good New Zealand experience at AGI. There was little evidence of a higher level of analysis of the students' feedback over time or across programmes that could inform AGI of areas for improvement.

AGI has not yet met the standards in national external moderation for the NZIM papers, highlighting a fundamental gap in assuring the quality of the outcomes. Although AGI has only recently addressed moderation issues thoroughly, the evaluation team acknowledged these efforts and heard that the department is confident that assignments are now being assessed accurately, fairly, and consistently. National external moderation also shows that the Hauora unit standards have not yet met the standard, and this is currently being addressed.

## 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**.

The support and guidance for students at AGI is excellent. The induction process has recently been reviewed and is now more effective in preparing the students well for their time at AGI. Students spoken with at the review said the information they could access from the website was very informative, and the communication they had with AGI prior to starting and during the induction process had ensured they were made aware of the organisation's expectations for learning. In some cases, the students said the experience and learning had exceeded their expectations.

Pastoral care is a key focus for AGI, and all staff demonstrate this embedded approach. All international students have an allocated marketing coordinator who speaks their first language and supports them from the time they enquire about the programme through to their postgraduate option.

Such is the commitment of AGI to ensure the international students are looked after well that they have a dedicated, full-time staff member solely for that role. There is a phone/mobile number that students can call at any time if they require help or assistance. In addition to her role in caring for the students, the student counsellor ensures that all staff are aware of their obligations under the Code of Practice for the Pastoral Care of International Students.

The under-18-year-old international students are closely monitored and supported by the dedicated staff member, and all paperwork was found to be in place. The evaluation team

recommended that a copy of the compulsory police check of the homestay providers for these students is held by AGI. This had already been discussed within the AGI management team and is to be implemented soon.

The tutor-student relationship is excellent. Tutors are available during school hours, in the breaks, and after hours to assist students who require additional support. Peer support is also encouraged by the staff. An example of this is the introduction of the practice of nominating a class representative for each class in all departments. Students said that the student representative initiative was a good mechanism of support for them and had already been shown to work well.

Self-assessment has been effective in bringing about worthwhile improvements. An example of this was the students' feedback on the disruptive practice of students arriving late into the class, so a tighter attendance policy has now been implemented. This has already seen the attendance rate rise. Greater analysis of student evaluations would result in a more comprehensive understanding of how well students are supported and inform AGI of further worthwhile changes for improvement.

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

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

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

The purpose of AGI is to prepare students for employment. The purpose and direction is set clearly by the senior management of AGI and effectively driven by the department heads.

In addition to a strongly innovative approach of developing programmes that on completion have employment as a realistic option, the owners of AGI are committed to raising the quality of the NZIM programme. AGI's previously slow response to moderation issues of the NZIM papers is now being appropriately addressed.

Processes for hiring good staff, and their induction and training, are sound. Professional development is actively encouraged and supported. However, AGI needs to ensure that all relevant staff have the necessary skills to conduct effective moderation of assessments.

The leadership style is effective, with open communication and responsiveness to change. The recently implemented policies for increasing attendance and a nil tolerance of plagiarism reflect the commitment the management has to quality education outcomes for the students.

Resources are appropriate for each department and support the teaching and learning effectively. The Healthcare students are provided with a simulated environment with all the equipment required to prepare the students well for the tasks at their work placement. The computers have good internet speed and AGI has supplied more of them where self-assessment had shown a shortage.

Self-assessment is embedded across the organisation and has resulted in changes for improvement. However, effective stakeholder engagement needs to be consistently strong and effective in all areas, as it is in the Healthcare department. This would enable a greater level of analysis of information gathered, strengthening self-assessment and overall educational performance.

# Focus Areas

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

## 2.1 Focus area: Governance, management, and strategy

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

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

## 2.2 Focus area: International students

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: NZIM Diploma in Management (Level 5)

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

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

## 2.4 Focus area: Diploma in Healthcare Studies (Level 5)

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

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

# Recommendations

There are no recommendations other than those embedded in the report arising from the external evaluation and review.

# Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria approved by the NZQA Board.*

*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)).*

*Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

NZQA

Ph 0800 697 296

E [eeradmin@nzqa.govt.nz](mailto:eeradmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)