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# External Evaluation and Review Report

AGI Education Limited

Date of report: 28 September 2023

# About AGI Education Limited

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*AGI provides certificate and diploma-level qualifications in healthcare, aging and disability services to domestic and international students. AGI is part of AKA Education Group, along with Alpha Educational Institute, Kauri Academy and Samala Robinson Academy.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 6 and 7, 3 City Road, Grafton, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: 70; Māori one, Pasifika 16 International: 68; most students are from India and the Philippines
Number of staff:	15 full-time, two part-time
TEO profile:	See NZQA: <a href="#">PTE AGI Education Ltd</a>  In August 2021, AGI had a change of ownership and became part of AKA Education Group. In October 2022, the Certificate in Disability Support (Level 3) and the Certificate in Pharmacy (Introduction) (Level 3) were accredited for delivery by NZQA.  There are currently no enrolments in either programme. AGI operates across three campuses: Auckland, Manukau and Christchurch.  The Christchurch campus opened in 2022. This campus delivers the New Zealand Diploma in Healthcare, Aging and Disability Services (Applied Practice) (Level 5) only.
Last EER outcome:	AGI was found to be Highly Confident in educational performance and Confident in self-assessment at the previous EER in 2019.
Scope of evaluation:	New Zealand Diploma in Healthcare, Aging and Disability Services (Applied Practice) (Level 5) ID: 123389; Diploma in Mental Health and Addiction (Applied Practice) (Level 6) ID: 123688

MoE number: 7682  
NZQA reference: C52295  
Dates of virtual EER visit: 8-10 March 2023

# Summary of results

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*Educational performance continues to be exceptional. AGI meets and often exceeds its internal and external performance expectations. Programme design and delivery matches student and industry needs. Employers highly value the graduates. Self-assessment is, in the main, effective, although it is not yet fully embedded across the organisation.*

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| <b>Highly Confident in educational performance</b> | <ul style="list-style-type: none"><li>• Course and qualification completions (2019-21) for domestic and international students mostly exceed Tertiary Education Commission (TEC) benchmarks, across both programmes in focus. (Refer focus areas 2.1 and 2.2.)</li><li>• Pasifika students (2019 and 2020) performed well above sector benchmarks, including the AGI internal benchmark of 80 per cent achievement for Pasifika course and qualification completions.</li></ul>   |
| <b>Confident in capability in self-assessment</b>  | <ul style="list-style-type: none"><li>• Programmes match stakeholder needs well. Clinical practice informs theory, ensuring graduates are work-ready. Students gain relevant part-time employment, often before graduation.</li><li>• Effective pastoral care policies and practices, and well-trained and caring staff ensure student wellbeing.</li><li>• AGI benefits from shared services with AKA Education Group, including physical and human resources, the student management system, advisory board and shared campus facilities.</li><li>• Governance and management support educational achievement. Compliance management processes are mostly effective. Full compliance with the Code of Practice regarding international students requires attention.</li><li>• There is strong evidence that effective self-assessment will continue to guide and inform performance. The evidence does not yet support a highly confident statement of confidence (refer Recommendations and Requirements).</li></ul> |

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The focus area programmes enable students to apply new skills and theoretical knowledge to clinical practice in the workplace. Except for one outlier in 2019, course and qualification completions (2019-21) for domestic and international students, in both programmes, exceeded internal and external benchmarks (refer Appendix 1, Tables 1-4).</p> <p>Pasifika student achievement consistently meets the AGI benchmark of 80 per cent for course and qualification completion. Only three Māori students have enrolled over the past three years, and there is one current Māori student. AGI is committed to understanding the reasons for the low number of Māori enrolments and intends to develop a strategy to encourage growth with this demographic.</p> <p>AGI does not currently collect data on students with disabilities. However, some physical disabilities would preclude completion of the practical aspects of the New Zealand Diploma in Healthcare, Aging and Disability Services.</p> <p>Ninety per cent of students meet the minimum attendance required by AGI of 90 per cent. Attendance is tracked in 'real time' and absences are followed up promptly. Internal and external moderation is robust and demonstrates that assessment is valid and consistent across programmes and campuses.</p>
Conclusion:	High rates of student achievement result from close tracking of attendance and the combination of theoretical learning and clinical application of knowledge in relevant workplaces.

<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.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students improve their wellbeing and enhance their abilities and attributes by gaining relevant employment. Employers gain trained employees. Many students are offered work from clinical placements, and others are already employed part-time in, for example, the aged care sector. Clients at clinical placements enjoy interacting with the mix of cultures represented by AGI students.</p> <p>At the height of Covid in 2020, AGI students and graduates were considered critical workers. This gave them unlimited access to work and provided an opportunity for students to gain more experience in the field. Students provide feedback at the end of each module, and improvements are noted and actioned promptly. Graduates rate the overall value of the programme at 92 per cent. Graduate destination outcomes are tracked by an exit interview at graduation and a survey one year after graduation. Survey response rates are high, with more than 80 per cent of level 5 and 6 graduates responding (refer Appendix 1, Table 5).</p> <p>Evaluator interviews confirmed that employers consider AGI students to be well prepared for clinical work, with good technical skills, knowledge and a willingness to learn and adapt to employer needs. Employer surveys (2019-22) rated graduates highly for enthusiasm, positive attitudes, ability to work independently and punctuality. All employers surveyed would consider employing AGI graduates.</p> <p>AGI meets criteria for the TEC Targeted Training and Apprenticeship Fund which funds student fees for skill shortage programmes.</p>
Conclusion:	Students value their learning and the clinical application of this learning in the workplace. Employers and industry benefit highly from AGI programmes and graduates. A range of self-

	assessment processes is used to measure outcomes, make improvements, and add value for all stakeholders.
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### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Programmes maintain relevance to stakeholders and communities. Annual programme reviews consider student, staff, advisory and employer input. The AKA Healthcare industry advisory group advises both AGI and Kauri Academy. This group is regularly informed and consulted to maintain currency of programme content. The board meets twice a year and is chaired by the academic team leader, who has ongoing contact with the board.</p> <p>Consultation across stakeholders has led to programme changes. For example, an inconsistency in break weeks for different intakes was resolved and approved by NZQA, enabling students to have term breaks as originally intended, and the teaching team to prepare activities as a team. A proposed change to a 15-week clinical block for the level 5 programme is with NZQA for approval. The application includes a letter of support from Toitu Te Waiora (the workforce development council for education and health services).</p> <p>Tutors have appropriate qualifications and experience. They work collegially, contributing to a bank of teaching ideas and activities and discussing ways to increase interactive activities in the classroom. New tutors complete an assessment and moderation workshop. All assessments are pre-moderated during programme development and after any change to assessment post-delivery.</p> <p>External post-assessment moderation is undertaken by external, independent industry experts.</p>
Conclusion:	Self-assessment of programmes is comprehensive, ongoing and led to improvements to programme design and delivery that match stakeholder needs.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students are well supported by a range of processes and personnel. Student learning goals are well understood. Induction is comprehensive. The student handbook is informative, and includes learning objectives for each module, assessment due dates and information about student welfare and support. Learning environments benefit students and clinical practitioners by carefully matching the student with the appropriate clinical placement. 'Buddies' (clinical supervisors) at clinical placements observe the students and offer suggestions for improvement.</p> <p>AGI staff oversee placements through site visits and regular check-ins with both students and clinics. The clinical placements noted that any student issues were dealt with effectively. Individual learning plans are used to improve student performance. Students who are not ready for clinical practice are provided with extra support until they are ready for a clinical placement.</p> <p>Responses to the wellbeing needs of students are appropriate and proactive. Student service coordinators and campus directors provide pastoral care. Student ambassadors channel student feedback to management on both academic and non-academic matters. Career pathway opportunities are supported by curriculum vitae writing workshops and mock interview sessions which build confidence for employment.</p> <p>The Tertiary and International Learners Code of Practice is well understood and linked to the AKA Education Group's strategic objectives. During the Covid lockdowns in 2020 and 2021, theory was delivered online, minimising disruptions to student learning and programme engagement. Postponement of clinical placements to the end of the programme was an adaptation to Covid lockdowns but was also found to be beneficial to students and clinical supervisors.</p>
Conclusion:	Student support is practical and outcomes focused. The learner voice is supported and encourages learner autonomy.



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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The ownership of AGI Limited by AKA Education Group allows for the sharing of resources. This contributes to a sustainable business model which is aligned to the PTE's educational purpose. Staff are valued. Students are satisfied with AGI's teaching, resources and premises. Shared campuses encourage student and staff interactions across programmes and organisations.</p> <p>Organisational academic leadership is effective. The academic board has a clear understanding of its functions. The AKA Education Group strategic plan has goals, objectives, and key performance indicators (KPIs) which are reviewed and measured. Sharing of some policies and practices creates consistency and efficiency, for example attendance across all the PTEs is visible in the same student management system.</p> <p>NZQA consistency review outcomes (level 5, 2021, level 6, 2023) were sufficient, indicating both programmes meet graduate profile outcomes. Recent NZQA programme approvals indicate that AKA Education Group is both anticipating and responding to market demands. A KPI in the strategic plan focuses on developing one new programme a year or enhancing a current programme through innovation. AGI looks for programmes that provide career opportunities for its learners. Programmes are meeting skills shortages in the areas of aged care, disability, mental health and addiction.</p> <p>Staff involvement in self-assessment activities across the organisation, such as the strategic plan and Code review, could be strengthened. This was a recommendation at the last EER and still requires further work.</p>
Conclusion:	Governance and management balances financial and educational demands well. More planned staff involvement in self-assessment activities would enable staff to contribute to AKA Education Group's overall strategies and goals more effectively.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>AGI's quality management system is reviewed annually. Self-assessment activities include regular reviews of programmes, student achievement and satisfaction data, stakeholder feedback, changes and remedial actions, organisational goals and objectives, and an approval and changes monitoring register.</p> <p>The risk management plan includes a compliance calendar, including compliance deadlines with NZQA and the TEC. AGI has applied to NZQA to confirm major and minor changes in operations as required. Online sampling of learner work is used by AGI to demonstrate that self-directed learning hours comply with NZQA programme approval criteria. An annual strategic plan from January 2022 includes goals, objectives and KPIs that are reviewed annually. Quarterly checks monitor progress towards these KPIs.</p> <p>Annual programme evaluations and reviews, review of learner outcomes, feedback from external agencies and marketing performance inform the PTE's quality improvement plan. The plan is developed and approved by the chief executive in consultation with the senior management team.</p> <p>The most recent Code of Practice review included an action plan in accordance with the NZQA Code template. An AGI learner and wellbeing success plan aligns well with Code requirements. Checking of international student files found some discrepancies that could not be explained at the time. Supplementary information was sought and clarifications made.</p> <p>A number of memoranda of understanding were sighted, including with AKA Education Group partners and providers of clinical practice. The chief executive and chief financial officer agreed that, to the best of their knowledge, their policies and practices are legal and ethical.</p>
Conclusion:	Compliance accountability is mostly managed effectively. Some discrepancies with international student files were found and later clarified.

# Focus areas

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

## 2.1 Focus area: New Zealand Diploma in Healthcare, Aging and Disability Services (Applied Practice) (Level 5) ID:123389

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	Level 5 international students progressed to the level 6 qualification as part of a two-year study plan for a post-study work visa. At 19 per cent, the progression to relevant work in 2019 reflects this. In 2022, Immigration New Zealand removed this visa category and employment became the destination outcome. The 2022 progression to level 6 reflects this at 5 per cent.
Conclusion:	Changes to visa categories, outside of AGI's control, impacted progression and destination outcomes for international students in 2020 and 2022 respectively (refer Appendix 1, Table 5).

## 2.2 Focus area: Diploma in Mental Health and Addiction (Applied Practice) (Level 6) ID:123688

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	Domestic qualification completion on the level 6 programme in 2019 was 33 per cent, below the TEC benchmark of 55 per cent. There were three students – one passed all seven modules and gained the qualification, one passed six of seven modules, and the other student passed five of seven modules. While the students did not complete the qualification, they progressed through the programme well. The level 6 programme is expiring and being 'taught out'. Consequently, there are fewer students currently.
Conclusion:	Retrospective achievement data shows that, other than in 2019, qualification completions for level 6 domestic students were high (see Appendix 1, Table 4).

## Recommendations

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

NZQA recommends that AGI Education Group Limited consider ways to increase staff involvement in self-assessment activities so that staff can more effectively contribute to AKA Education Group's overall strategies and goals.

## 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 this external evaluation and review.

# Appendix 1

**Table 1. Course completions New Zealand Diploma in Healthcare, Aging and Disability Services (Applied Practice) (Level 5) 2019-21**

Course completions	2019	2020	2021	2022
International	94%	97%	99%	tba
Domestic	86%	97%	95%	tba
Pasifika	96%	97%	93%	tba
Tertiary Education Commission average	83%	81%	81%	tba

Data provided by AGI Education Limited; 2022 data tba (to be advised)

**Table 2. Course completions Diploma in Mental Health and Addiction (Applied Practice) (Level 6) 2019-21**

Course completions	2019	2020	2021	2022
International	98%	97%	100%	tba
Domestic	86%	100%	100%	tba
Pasifika	96%	100%	100%	tba
Tertiary Education Commission average	83%	81%	81%	tba

Data provided by AGI Education Limited; 2022 data tba (to be advised)

**Table 3. Qualification completions New Zealand Diploma in Healthcare, Aging and Disability Services (Applied Practice) (Level 5) 2019-21**

Qualification completions	2019	2020	2021	2022
International	96%	96%	94%	tba
Domestic	67%	95%	81%	tba
Pasifika	89%	95%	81%	tba
Tertiary Education Commission average	55%	57%	46%	tba

Data provided by AGI Education Limited; 2022 data tba (to be advised)

**Table 4. Qualification completions Diploma in Mental Health and Addiction (Applied Practice) (Level 6) 2019-21**

Qualification completions	2019	2020	2021	2022
International	98%	100%	96%	tba
Domestic	33%	75%	100%	tba
Pasifika	100%	100%	100%	tba
Tertiary Education Commission average	55%	57%	46%	tba

Data provided by AGI Education Limited; 2022 data tba (to be advised)

**Table 5. Destination and progression from level 5 to level 6 programmes 2020-22**

Years	2020	2021	2022	2023
Relevant full-time work (level 5)	19%	46%	90%	tba
Progression to level 6	81%	51%	5%	tba
Relevant full-time work (level 6)	93%	97%	95%	tba

Data provided by AGI Education Limited; 2022 data tba (to be advised)

# 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<sup>2</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>2</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, 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 including ITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.*

*In addition, the Private Training Establishment Registration Rules 2021 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, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

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



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