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External Evaluation and Review Report

Queenstown Resort College Limited
(QRC)

Date of report: 9 February 2022

About Queenstown Resort College Limited (QRC)

Queenstown Resort College (QRC) delivery includes tourism, hospitality and cookery-related programmes from trades academies through to graduate diploma level. QRC has campuses in two regions (Northland and Queenstown). The facilities include three halls of residence.

Type of organisation: Private training establishment (PTE)

Location: 7 Coronation Drive, Queenstown

Code of Practice signatory: Yes

Number of students in 2020: Domestic: 291 equivalent full-time students
Māori 28 per cent and Pasifika 2.2 per cent
International: 17 equivalent full-time students

Number of staff: 44 full-time and 19 part-time

TEO profile: [Queenstown Resort College Limited](#) (provider page on NZQA website)

Since the last external evaluation and review (EER), QRC's programme delivery has included more level 3 and 4 programmes. New funding commitments commenced with MSD¹ and Trades Academy.² There has been a significant increase in staff numbers; domestic student numbers exceed international student numbers, which are declining.

In February 2021, NZQA monitoring of the Diploma in Hospitality Management found important areas in assessment design, assessing and moderation required improvement. In November 2021, NZQA was satisfied with QRC's response to requirements and the improvements

¹ The Ministry of Social Development contract began in 2020.

² Tai Tokerau Trades Academy began in 2019 and Bay of Plenty Trades Academy began in 2021.

made.

Last EER outcome:	At the previous EER, conducted in May 2017, NZQA was Highly Confident in QRC's educational performance and in their capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• QRC Certificate in Tourism Operations (Level 4) (Programme ID:124000); New Zealand Certificate in Tourism (Level 4) (Operations, and Visitor Information) [Ref: 2202-1]• QRC Diploma in Hospitality Management (Level 6) (Programme ID:123596); New Zealand Diploma in Hotel Management (Level 6) [Ref:3774-1]• International Student Support and Wellbeing
MoE number:	7694
NZQA reference:	C45305
Dates of EER visit:	10-13 August 2021

Summary of Results

Since the last EER, QRC has grown and undergone significant changes. Student achievement and destination outcomes remain strong despite the impact of COVID-19 on the tourism and hospitality sectors. Self-assessment processes and practices have generally kept pace with change through effective identification and review of majority areas of priority need.

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| Highly Confident in educational performance | <ul style="list-style-type: none">• Achievement is generally strong and consistent across programmes. QRC has clear oversight and understanding of individual and cohort outcomes. Analysis and findings are being used to make improvements.• Valued outcomes, such as graduate employment and the provision of a skilled workforce to support the tourism and hospitality sectors – particularly in Northland – are clearly evident. |
| Confident in capability in self-assessment | <ul style="list-style-type: none">• Meaningful and practical application of skills and knowledge across programmes provides students with authentic and valuable learning experiences. QRC has revised policies and implemented practices to ensure academic standards are maintained and achievement validated.• QRC responds to student needs for academic support and pastoral care, convincingly demonstrating comprehensive and appropriate holistic support for students across the organisation.• QRC leadership demonstrates flexibility in guiding the PTE through significant changes, and responding to the needs of students, industry and community stakeholders. These priority areas are highly effective. Self-assessment of academic standards and practices has improved. Compliance accountabilities are well managed.• Self-assessment is strong and mostly effective, |

but it is not yet fully embedded across all the organisation's activities and staff.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Overall, consistently strong achievement has been demonstrated across QRC programmes for 2017-20.⁴ COVID-19 restrictions have impacted some cohorts and qualification completion rates. QRC attributed this to students not being able to complete internships in the diploma and graduate diploma programmes.</p> <p>The largest group of QRC learners are in the Certificate in Tourism Operations. Both the number of learners and qualification completions increased significantly from 2019 to 2020. There are two differing and distinct learner profiles, both achieving very well and at the same rate of approximately 77 per cent.</p> <p>The 21-month Diploma in Hospitality Management programme leading to the New Zealand Diploma in Hotel Management commenced in 2018. Course completions in 2018 were 94 per cent and in 2019 were 85 per cent. These achievement rates are somewhat undermined by findings in the NZQA monitoring report, which called into question the validity and rigour of assessment. NZQA notes, however, that assessment practices for the diploma programme have since been much strengthened.</p> <p>Analysis of data by QRC effectively identifies areas for improvement, such as achieving parity of achievement for Māori students in the diploma programmes in terms of undertaking internships. In response, QRC recently appointed a cultural advisor to the board and in 2019 introduced the QRC Certificate in Tourism Operations (Level 4), providing an opportunity to develop foundation skills prior to commencing a diploma programme. Initial indicators show an increase in</p>

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ Refer Appendix 1.

	<p>progression to internship by Māori.</p> <p>While achievement data is analysed by a results committee and reported through to management and the board, there is room for further improvement. For example, benchmarking of achievement could be more nuanced to provide meaningful achievement comparisons, and the establishment of internal targets would provide a baseline for comparison.</p>
Conclusion:	Achievement is generally strong across programmes. QRC has clear oversight and understanding of individual and cohort outcomes, which is effective. Analysis and findings are being used to make improvements.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>QRC is proactive and initiates activities and programmes that enhance students' abilities and meet community and industry needs.</p> <p>QRC students gain authentic, real-world industry or work-integrated learning experience, and demonstrate the standards required when employed in tourism and hospitality. The comprehensive preparation and training results in 80 per cent of graduates in the tourism certificate and 94 per cent of diploma graduates moving into industry-related employment (often during study at the internship placement), or pathwaying to a higher level of study within QRC. These are strong outcomes considering the continuing impact of COVID-19 on the hospitality and tourism sectors over the past 18 months.</p> <p>The calibre of QRC graduates underpins the ongoing engagement with long-standing industry networks and attracts engagement with wider national organisations, who collaborate with QRC in promoting social enterprise activities. Employers benefit from a well-prepared workforce and attest to the quality of QRC student and graduate skills, knowledge and professionalism.</p> <p>Strong community connections and partnerships are evident. For example, a successful initiative between QRC and MSD to support employers and their staff impacted by COVID-19 has</p>

	contributed to workforce retention in Tai Tokerau and Northland. Employers continued their business operations and employees retained their income and jobs while upskilling.
Conclusion:	Valued outcomes, such as graduate employment and the provision of a skilled workforce to support the tourism and hospitality sectors, particularly in Northland, are clearly evident.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>QRC programme design, delivery and assessment authentically reflect the tourism and hospitality industries. This is achieved through formal, informal, personal and professional stakeholder engagement opportunities that consistently inform programmes.</p> <p>Purposeful alignment of theory and practical components underpins a highly effective teaching and learning strategy which is flexible to meet different regional needs. Placements are thoroughly planned, students are well prepared, and paid internships are well executed, maximising learning opportunities and benefiting both employer and students.</p> <p>Students gain valued personal and professional attributes from QRC programmes. Indicators include a range of attributes that reflect industry standards and emphasise this important component of work in the industry. Community volunteer work is formalised and structured in the diploma programmes, and students receive recognition for these efforts.</p> <p>NZQA monitoring of the Diploma in Hospitality Management identified areas in assessment design and moderation that required improvement. QRC has concentrated efforts and implemented changes in policy and practice to improve rigour. This is important as the diploma programme has the largest number of enrolments at QRC for 2020 and 2021.</p>
Conclusion:	Meaningful and practical application of skills and knowledge across programmes provides students with authentic and valuable learning experiences. QRC has revised policies and implemented practices to ensure academic standards are maintained and achievement validated.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Academic and practicum support – alongside the provision of secure accommodation, meals and on-site 24/7 pastoral care – comprehensively supports the holistic and study needs of students.</p> <p>The halls of residence provide a hub of student support with on-site lodge managers 24/7, as well as activities and a structure to encourage a sense of belonging and friendship between QRC students. Lodge managers are important team members who monitor student wellbeing on a daily basis and engage with the wider QRC staff to ensure student needs are understood and addressed.</p> <p>Learning goals and performance are monitored by tutors who know the students well. Additional tutorial support is available, and halls of residence have dedicated study time with the aim of progressing and embedding study habits and patterns.</p> <p>Attention to the specific needs of international students is strong, from entry through placement to completion. Orientation and induction are thorough and QRC carefully selects students into programmes. For example, a one-week experience at QRC and halls of residence is available for school leavers to inform their decision to continue with their application to study.</p> <p>An internal review of the interim domestic Code of Practice⁵ included evidence to support ratings of ‘implemented’ and ‘well implemented’ for each outcome and noted areas for improvement on student voice. Involving a wider range of staff in the self-assessment and review of the Codes of Practice, in particular more extensively lodge managers, would be beneficial.</p> <p>During COVID-19 restrictions, QRC adapted programmes and internships to enable students to continue with study while in lockdown. Flexibility with programme timetabling aligned with employment for mature Northland tourism students.</p>

⁵ The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

	Daily and close engagement with students by QRC lodge managers and teaching staff, feedback from the student council, and recently improved survey tools gather meaningful information for use to effectively support the students.
Conclusion:	QRC responds to student need for academic support and pastoral care, convincingly demonstrating comprehensive and appropriate holistic support for students across the organisation.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Since the last EER, QRC governance has effectively led the PTE through growth and changes, including the integration of QRC into the Northland community through initiatives and relevant programme delivery which respond to and meet social development and local industry needs. Equally, QRC's engagement with the Northland community is increasingly informing QRC's Māori worldview, influencing decisions and organisational plans.</p> <p>Systematic and purposeful engagement with well-established stakeholders, at local and national levels, continues to evolve. Comprehensive environmental scanning and planning for change has seen QRC adapt provision to meet needs. For example, the PTE has reduced reliance on international student enrolments.</p> <p>QRC's strategic plan reflects the PTE's core values, and resourcing is allocated to proactively progress goals⁶, which are well aligned to educational purpose. The board monitors movement on priority areas, including funding commitments, and is looking to improve how the board understands its own effectiveness.</p> <p>Staff are retained and developed; an established values committee actively connects and engages staff. Communication across campuses and programmes is effective, with information fed back to management and governance to understand</p>

⁶ The PTE's 'four pillars' focus includes: completions, industry promotion, improvement to tourism education, and wellbeing.

	<p>performance.</p> <p>Improvement in data analysis, assessment design, assessing and moderation has been prioritised. Academic leadership has been responsive and engaged with NZQA monitoring, with changes implemented and being embedded, strengthening assessment. Ongoing staff capability-building in these areas is important to effectively embed improvements. QRC is planning professional development for academic staff in 2022, to support and increase capability in the analysis of data to inform teaching and learning strategies and improve student outcomes.</p>
Conclusion:	<p>QRC leadership demonstrates flexibility in guiding the PTE through significant changes and in responding to the needs of students, industry and community stakeholders; these priority areas are highly effective. Self-assessment of academic standards and practices has improved.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>QRC has robust processes to manage compliance responsibilities. Close internal monitoring and reviewing changes in the regulatory environment by governance and programme management ensure all obligations are understood. NZQA attestations and returns have been provided within required timeframes. There is a process to monitor programme delivery so that it occurs as approved, and credit reporting occurs systematically.</p> <p>QRC staff are well informed about the international student Code of Practice⁷ and compliance as a signatory. Professional development of management in relation to the health and wellbeing of students occurs and insights are utilised. International student files have been reviewed; each contained minor errors which QRC rectified. Effective practices are in place to meet the required outcomes and processes set out in the international Code of Practice. QRC identified a need to</p>

⁷ The Education (Pastoral Care of International Students) Code of Practice 2016

	<p>increase the involvement of student voice in the interim domestic Code⁸ review, and the actions they identified are being implemented.⁹</p> <p>QRC has extensive health and safety processes and practices associated with operating the halls of residence and student internships. Comprehensive governance board meetings triangulate oversight and monitoring of these priority areas.</p>
Conclusion:	Compliance accountabilities are well managed.

⁸ The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

⁹ Also see 1.4.

Focus Areas

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

2.1 QRC Certificate in Tourism Operations (Level 4)

Performance:	Excellent
Self-assessment:	Excellent

2.2 QRC Diploma in Hospitality Management (Level 6)

Performance:	Good
Self-assessment:	Good
	<p>This 21-month diploma programme has two years of full qualification completion data.¹⁰ The first year shows a high rate of achievement. Subsequently, the rate has been impacted by COVID-19 which affected the students' ability to undertake the required internship component of the programme, requiring extensions to complete.</p> <p>During 2021, QRC addressed areas identified by NZQA monitoring in assessment design and moderation. Changes provide increased confidence in the validity of achievement.</p> <p>Destination outcomes for graduates are impressive over both years, with all but two graduates employed in a relevant role in the sector or continuing in study.</p>

2.3 International Student Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent

¹⁰ Refer Appendix 1, Table 3.

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 Queenstown Resort College Limited (QRC):

- Adopt a more organisation-wide approach to analysing and using data to see trends and patterns over time, for example in newer areas of programme delivery and delivery at each campus.
- Progress benchmarking of achievement to provide more specific and meaningful achievement comparisons.
- Extend the range of staff involved in self-assessment and review of the interim domestic Code¹¹, to provide a wider range of perspectives and to understand how well each outcome is being met.

Requirements

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

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

¹¹ The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

Appendix 1¹²

Table 1. TEC reported course and qualification completions¹³

	2017	2018	2019	2020
QRC course completion rate	88%	88%	85%	79%
QRC qualification completion rate	67%	71%	53%	55%

Focus area achievement

Table 2. QRC Certificate in Tourism Operations (Level 4) – achievement data 2019 and 2020¹⁴

Total	2019	2019 %	2020	2020 %
Enrolments	23	NA	125	NA
Qualification completions	12	52%	96	77%
Māori enrolments	19	83%	74	59%
Māori completions	8	42%	54	73%
Pasifika enrolments	1	4%	1	1%
Pasifika completions	1	100%	1	100%
International enrolments	2	9%	1	1%
International completions	2	100%	0	0%

¹² All data provided by Queenstown Resort College, August 2021.

¹³ TEC Nga Kete data December 2021

¹⁴ Queenstown Resort College commenced delivery of this programme in 2019.

Table 3. QRC Diploma in Hospitality Management (Level 6); achievement data 2018 and 2019¹⁵

Total	2018	2018 %	2019	2019 %	2020
Enrolments	38	NA	109	NA	64
Qualification completions	29	76%	35	32% ¹⁶	0
Course completions		94%		85% ¹⁷	
Māori enrolments	5	13%	37	34%	14
Māori completions	4	80%	7	19%	-
Pasifika enrolments	2	5%	1	1%	1
Pasifika completions	1	50%	0	0%	-
International enrolments	3	8%	7	6%	4
International completions	1	33%	2	29%	-

¹⁵ 2019, 2020 and 2021 students are still progressing in this programme.

¹⁶ Current qualification completions as of January 2021 SDR.

¹⁷ Sourced QRC response to EER draft report Appendix 2.

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 fraud¹⁸*
- *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.*
- *Evaluate the quality of accommodation offered/overseen by the TEO.*

¹⁸ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

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

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

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

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

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

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

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

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

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz