



# Report of External Evaluation and Review

International Golf Qualifications  
Limited

Date of report: 20 July 2010

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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.*

## Brief description of TEO

Location: Christchurch

Type: Private Training Establishment

Size: Three students

Sites: Coringa Golf Club, Christchurch

International Golf Qualifications Limited (IGQ) is a small private training establishment which opened in 2006. It delivers training from the Coringa Golf Club. Students have full access to the Coringa golf course and facilities.

IGQ's main aim is to be the number one choice for golf education in New Zealand. The success of its students is its highest priority.

IGQ delivers the Certificate in Golf Development (Level 2), the Diploma in Golf Coaching (Level 5), and the Diploma in Tournament Golf (Level 5). On completion of their courses graduates pathway into golf coaching positions and/or seek to become golf sports professionals.

IGQ was previously quality assured by NZQA in 2008 under the audit system. The organisation met the relevant NZQA requirements.

# Executive Summary

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **International Golf Qualifications Limited**.

Key reasons for this include the following.

- Students achieve well against their goals of acquiring advanced golfing skills.
- Students achieve golf qualifications, either at certificate or diploma level.
- Of the ten students who have enrolled at IGQ to date, eight are working in the golf industry with three having qualified as semi-professional or professional golfers.
- Individual student progress and achievement is tracked using school systems as well as national handicap records.
- The two coaches at IGQ have tournament experience and NZPGA (New Zealand Professional Golf Association) coaching status.
- The small number of graduates from IGQ to date means there was only sufficient evidence available to justify a rating of confident.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **International Golf Qualifications Limited**.

Key reasons for this include the following.

- Individual goals are established on the student's arrival, and regular assessment of progress informs the coaching plan.
- Students are given regular opportunities to provide feedback on their course and trainers.
- Students receive regular feedback on their own progress and at a fixed point during the course the final goal, whether they are best suited to become a professional player or a coach, is agreed for each student.
- Parental interests are valued and ongoing communication is maintained. Regular contact with parents provides assurance about a student's progress and welfare.
- The mix of practice and theory is appropriate to the programme and context.
- The use of specialised software supports the coaching and skills development.
- Students with very limited English are advised to take a three-month intensive English course and encouraged to live in a homestay situation.

- Students with limited English are supported by the presence of Chinese speakers.
- Coaches attend professional development seminars to share ideas and improve coaching effectiveness.
- All staff know the students' needs well and actively support each student to ensure they successfully complete their training and receive their qualification.
- Governance and management at IGQ has a clear vision and strategic direction.
- The school is targeting growth, has a number of active relationships in China, and is also investigating other developments such as off-shore delivery and new programmes.
- The small number of graduates from IGQ to date means there was only sufficient evidence available to justify a rating of confident.

## TEO response

TEO factual accuracy has been confirmed for this report.

# 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 (ITPQuality) 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)).*

# Findings

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

*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/for-providers/keydocs/index.html>*

## Outline of scope

The agreed scope of the external evaluation and review included the following mandatory focus areas:

- Governance, management, and strategy
- International students – pastoral support.

This evaluation also included the following course:

- Diploma in Golf Coaching (Level 5).

The three students currently at IGQ are all enrolled in the Diploma in Golf Coaching.

## Part 1: Answers to Key Evaluation Questions across the organisation

*This section provides a picture of the TEO's performance in terms of the outcomes achieved and the key contributing processes. Performance judgements are based on the answers to key evaluation questions across the focus areas sampled. This section also provides a judgement about the extent to which the organisation uses self-assessment information to understand its own performance and bring about improvements, i.e. capability in self-assessment.*

### 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 **Good**.

IGQ students are from mainland China and South Korea. They are predominantly young men who want to make their living on the professional golf circuit or as golf coaches. To date, nine students have successfully completed a golf qualification at IGQ. Five completed the Certificate in Golf Development and three completed the Diploma in Tournament Golf and one the Diploma in Golf Coaching. The certificate is a one-year course; the diploma takes two years to complete. Currently IGQ is delivering training to three students, all of whom are studying towards the Diploma in Golf Coaching.

Students achieve well against their goals of acquiring advanced golfing skills. Students, who initially have limited golf knowledge and skills, make progress as measured by the golf handicap system towards the levels required by professional players and professional coaches. Achievement is somewhat dependent upon natural aptitude as well as the input of the school.

Individual student progress and achievement is tracked using school systems as well as national handicap records. There is evidence of achievement beyond the technical aspects of golf such as English language acquisition and the development of “professional” attributes, including those associated with golf etiquette.

Students achieve golf qualifications at the certificate or diploma level. They show good success rates and have opportunities to join professional tours and/or achieve employment in golf coaching in their home countries. Of the ten students who have enrolled at IGQ to date, eight are working in the golf industry with three having qualified as semi-professional or professional golfers. The students achieve some level of English competency, although this is neither a requirement nor a focus of the programme.

There is no benchmarking against other, similar providers; however, the handicap system is used to track an individual’s progress over time and provides an internationally understood benchmark against which an individual or club can measure progress.

Students spoken to said they had heard about IGQ from other students. IGQ benefits from word-of-mouth marketing and is building its reputation as a good place for golf students to train.

## 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 close relationship between IGQ, the Coringa Golf Club, and other Christchurch clubs delivers benefits to the wider Canterbury golfing community. The school has access to the clubroom and other facilities at Coringa, and the Pacific Golf Academy is used in wet weather. The presence of the school adds value to the club, for example through the use of the school’s large-screen TV and projector in the clubrooms. The active membership of students and the presence of the school coaching and management team add interest and energy to the Coringa Golf Club.

While they are acquiring golfing skills, students have access to a variety of courses and golfing events, and exposure to a number of tournament and club events. Students play most days, either at the home course or elsewhere in Christchurch. In China, access to such facilities and individualised coaching is unavailable or, where available, prohibitively expensive.

The primary focus is developing students towards becoming golf players on the professional circuit or gaining employment in coaching. The school also provides

opportunities for students to improve their English, build personal skills and confidence, and understand what is expected of a professional sportsman.

Rules and etiquette are explicitly covered in the curriculum. In addition, behavioural and attitudinal expectations are implicit in the day-to-day coaching context. While coaching and tuition is formally delivered in English, there is limited emphasis on English language acquisition, although students have opportunities to improve their English and to develop competency in English golfing terminology, which is used globally.

Parental interests are valued and ongoing communication is maintained. Regular contact with parents provides assurance as to their child's progress and welfare. This is provided through personal contact and electronic communication. Students have a range of opportunities to develop their technical golfing skills and are being actively involved in golf clubs and events.

### 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**.

Individual coaching programmes are matched to the physical and academic goals and needs of students. Individual goals are established on the student's arrival and regular assessment of progress informs the coaching plan. At a fixed point during the course, the final goal (whether the student is best suited to become a professional player or a coach) is agreed for each student.

Students with very limited English are advised to take a three-month, intensive English course and encouraged to live in a homestay situation. Students with limited English are also supported by the presence of Chinese speakers.

The programme includes a mix of practical sessions (including individual coaching, skills sessions, and tournament play), as well as some theory and technical review and homework assignments, including two hours of English each week.

Specific software packages (Silicon Coach and SamPutt) and the use of videos are among the coaching tools used. Monthly skill tests and five-weekly review cycles provide a comprehensive record of progress and activity and inform the individual coaching for the next period. At the end of each ten-week period, students complete tests and a report is completed; at the end of 30 weeks, a formal report is completed for student and parents. In addition, access is provided to physiotherapy services and sports psychology and nutrition advice, if required.

Students enrol knowing that they will receive individual coaching and personal support. The small size of the school facilitates close relationships between all staff and students. The intensive nature of the coaching process is reflected in the day-to-day programme and feedback mechanisms.

ICQ is seeking to provide graduates to contribute to China's golf aspirations. Golf will become China's national game from 2013 and will be an official Olympic game, for the first time, at the 2016 Olympics. School staff have excellent knowledge of the Chinese market and its needs in relation to golf.

The provider is building a reputation and has plans for significant growth, based on the success of previous graduates and the ongoing development of relationships with sports faculties at universities in Hubei province, China. This includes potential formal cross-credit arrangements, which would enable students to complete both a diploma from IGQ and a bachelor's degree from a Chinese institution. The school has a growth strategy and expects a significant increase in student numbers later this year.

#### 1.4 How effective is the teaching?

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**.

Teaching (coaching) is effective and matched to individual student needs and progress. The two coaches at IGQ have tournament experience, NZPGA (New Zealand Professional Golf Association) professional coaching status, and are both rated AA by the association (the top rating is AAA). A third staff member supports the coaching as well as delivering tuition in the theoretical component which makes up 25 per cent of the programme. This staff member has university teaching experience.

The coaching team shares ideas and discusses individual student progress regularly. Some dual coaching and peer review is undertaken. Coaches are given time release from the school to attend professional development seminars in order to maintain their professional coaching status and rating, and local and national coaching networks provide opportunities to share ideas and improve coaching effectiveness.

Effective coaching practice enables students to reach their objectives as far as possible within the constraints of their natural physical attributes. Coaching is appropriate to the physical learning focus and the club and professional sports context. The coaching programme is well planned and the teaching materials are contained in well-formatted and comprehensive booklets which have been revised recently. The mix of practice and theory is appropriate to the programme and context. The use of specialised software supports the coaching and skills development.

Low levels of English language competency among students impose some challenges for the coaching team. The coaching process is largely conducted through physical demonstrations, observation, and visual feedback which lessen the impact of the low levels of English. To ensure that students understand the rules and etiquette as well as learning the terms in English, the course is also delivered in the students' native language using the English text. A further way to enhance this would be to develop resources in the first language of the students.

## 1.5 How well are learners guided and supported?

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**.

Students are well supported and appropriately guided. The school is very small and a high level of individual attention is provided. Students are appropriately welcomed and oriented to Christchurch and the school. Information required by the Code of Practice for the Pastoral Care of International Students is provided and comprehensive policies are in place, for example the complaints process and procedure policy. Appropriate records such as visa and insurance information are kept and student attendance is monitored daily to ensure it meets New Zealand immigration requirements. One student has been sent home because of poor attendance.

Students are supported with accommodation and transport, provided with a 24-hour contact number, and given regular opportunities to provide feedback on their course and trainers. Students receive regular feedback on their own progress and indicated that they were satisfied with the school and the coaches. The evaluators observed comfortable and open relationships between students and staff. High levels of student satisfaction and achievement have resulted from IGQ providing appropriate individual support and guidance to students.

## 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 **Excellent**.

IGQ's management and staff consist of a president, a principal, a deputy-principal, a director of coaching (who is an AA golf professional), and a dean of administration (who deals with the day-to-day running of IGQ), and one other professional coach who works with the director of coaching. There is another director in China who is responsible for international marketing.

Governance and management at IGQ are highly effective. IGQ has a clear vision and strategic direction, shared among staff. The school is targeting growth, has a number of active relationships in China, and is also investigating other developments such as off-shore delivery and new programmes. The main market is China and an off-shore office is maintained there in Wuhan, Hubei province.

IGQ is well managed and evidence of excellent organisation and clear planning was abundant. The organisation has recently implemented a new online tool which, together with other materials and facilities, has the school poised to accommodate and benefit from imminent growth opportunities. It is estimated that there will be about ten students in two years' time.

IGQ is a young organisation with a clear vision, delivering specialised training to a well-defined, off-shore niche market with significant growth potential. The organisation

provides a quality training package delivered by well qualified and experienced New Zealand golf professionals, which has enabled the majority of its graduates to gain employment in the golf industry in their home countries. The small scale of the operation means management is actively involved in all aspects of IGQ. All staff know the students' needs well and actively support each student to ensure they successfully complete their course and receive their qualification.

## Part 2: Performance in 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 **Excellent**.

### 2.2 Focus area: International students – pastoral support

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 Golf Coaching (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**.

# Actions Required and Recommendations

## 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.

## Recommendations

There are no recommendations arising from this external evaluation and review.

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