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Report of External Evaluation and Review

IGQ Golf College Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 9 November 2017

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	IGQ Golf College Limited
Type:	Private training establishment (PTE)
First registered:	1 February 2006
Location:	680 McLeans Island Road, Harewood, Christchurch
Delivery sites:	As above
Courses currently delivered:	Diploma in Golf Coaching; Diploma in Tournament Golf
Code of Practice signatory:	Yes, 14 years and upwards
Number of students:	Domestic: nil International: 24 unfunded equivalent full-time students (currently 21 students on Diploma in Golf Coaching and two on Diploma in Tournament Golf)
Number of staff:	Five full-time; four part-time
Scope of active accreditation:	<ul style="list-style-type: none">• Certificate in Golf Development (Level 2) 60 credits• Diploma in Golf Coaching (Level 5) 360 credits• Diploma in Tournament Golf (Level 5) 360 credits
Distinctive characteristics:	IGQ Golf College is a limited liability company. The college does not receive any government funding. Most trainees are enrolled in one of three

Chinese sports universities and come to New Zealand for a year of intensive golf practice. IGQ is the appointed golf teaching and training base for these universities. The New Zealand Ministry of Education and the New Zealand Qualifications Authority (NZQA) approved IGQ Golf College for bilingual delivery of training in both English and Chinese Mandarin.

Recent significant changes:	Facilities have been extended and equipment upgraded since the previous external evaluation and review (EER) in 2015. These changes have been made in anticipation of increased enrolments.
Previous quality assurance history:	<p>At the previous EER, NZQA was Confident in both the educational performance and capability in self-assessment of IGQ.</p> <p>Some quality assurance occurs with the Professional Golfers Association of New Zealand (PGA) and there is also some oversight from the Chinese Ministry of Education and the Chinese sports universities that supply the majority of the students.</p>
Other:	Training occurs on site at the Coringa Golf Club course. Students become members of the Coringa Golf Club. Students participate in a range of local golf tournaments. IGQ leases the land from the Coringa Golf Club. The IGQ dean of administration is on the Coringa Golf Club Board.

2. Scope of external evaluation and review

The focus areas selected were governance, management and strategy, and the mandatory focus area of international student support and wellbeing. The programme in focus was the Diploma in Golf Coaching (Level 5). Most of the students are enrolled in this programme.

Context, purpose and graduate profile of Diploma in Golf Coaching (Level 5)

The Diploma in Golf Coaching (Level 5) (360 credits) Sports Coaching, Playing, Officiating and Instructing is a 26-hour per week teaching programme with 14 hours of self-directed learning, delivered over 90 weeks with a total study time of 3,600 hours. The programme was approved by NZQA against the following criteria:

Aim	This is a full-time intensive course which aims to develop the skills and knowledge of golf and golf coaching required for employment in the international golf industry as a golf coach.
Entry requirement	The entry requirement is 14 years of age or older.
Student profile	<p>Students fall into two broad groups:</p> <ul style="list-style-type: none"> • Students wanting to develop a career in golf (golf player or golf coach) who are enrolled in full-time study. These students want to complete the qualification. • Students who aim to learn golf knowledge/playing skills to be good amateur players for family/business reasons. They enrol for part of the diploma programme (six to 12 months). <p>Most students are enrolled in one of three Chinese sports universities with which IGQ has memorandums of understanding.</p>
Content	Golf theory and practical application to an advanced level, applied to their own game and the coaching of others, relating to Swing Mechanics, Short Game, On Course Development Research, Performance Assessment, Scoring Evaluation, Etiquette and Rules, Technology and Design.
Outcome	Successful candidates will have an in-depth understanding of golf theory, will have applied this knowledge to develop their own golf skills to an advanced level, and will have demonstrated competence in coaching beginning players. Candidates successfully completing this qualification will have demonstrated the skills and knowledge of golf and golf coaching required for employment in the international golf industry as a golf coach.

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-eeer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

An evaluation team of two spent 1.5 days on site. They met with the dean of administration, two board members (including the board chair) the five full-time golf tutors and five students currently enrolled at the college. A range of documentation was sighted, including the organisation's self-assessment, the 2017 strategic business and marketing plan, student evaluations, graduate destination data, minutes of board meetings and the student handbook. After the on-site visit, the lead evaluator spoke with the PGA coach officer and the chair of the Coringa Golf Club Board.

Summary of Results

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

NZQA is **Confident** in the educational performance and **Confident** in the capability in self-assessment of **IGQ Golf College Limited** for the following key reasons:

- Most students who train at IGQ successfully complete the Diploma in Golf Coaching qualification and either gain related employment in the Chinese golf industry or return to further study at a Chinese sports university.
- The diploma programme is taught by experienced PGA-certified coaches who are supported by assistant coaches with Chinese language skills. The ability to instruct and assess in Chinese enhances learning opportunities and assists with student support and wellbeing.
- The programme is well-resourced and competency based. Facilities have been developed to accommodate up to 100 students. Learning activities effectively engage students and assessment tasks provide students and coaches with useful feedback on progress.
- The diploma programme's aim, student profile and programme content meet the NZQA-approved graduate outcome profile. The programme is regularly informally reviewed and is relevant to stakeholders.
- IGQ manages important compliance accountabilities well. The most important priorities for the organisation are to ensure that when the current programme expires in 2019 there will be an appropriate alternative qualification for students and that this qualification be at level 6 or 7. This enables registration of the diploma on the Chinese Ministry of Education website which increases its attractiveness to students.
- NZQA recommends that IGQ further evolve self-assessment practices, including methods of data analysis, to support the future growth of the college and enable more effective feedback to a range of stakeholders. (Refer recommendations in Findings 1.1-1.5 for further details.)

Findings¹

1.1 How well do students 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**.

For 2014-2016, of 23 enrolled full-time graduates, 20 are employed in the golf industry (87 per cent). The remainder are unable to be traced as they have gone into non-golf industries. This evidence indicates that most students meet the most important outcome of gaining golf-related employment when they complete their training.

The student's golf handicap is tracked against an expected achievement – established at enrolment – through analysis of their current golf competency. This provides an internal benchmark of skill improvement. There was no analysis of this benchmark across cohorts or over time to show how accurate the projected targets were. While a summary of trainees' handicaps is maintained it is not used to compare rates of progress between graduates over time.

Students have individual coaching plans, and the college provides weekly coaching and learning reports and skills assessment. On-course performance is monitored fortnightly and feedback given to students. Coaching and learning reports are used to record short-term goals, practice requirements and drills for a microcycle (one to two weeks). Term reports at 11 weeks are discussed with the students individually. Copies are given to students and sent to students' parents.

The term report gives percentage results for all parts of the syllabus including compulsory and optional modules. Detailed tracking of individual students ensures that students know how well they are progressing and the steps required to improve performance. Regular reporting to students and parents ensures that student progress is communicated and understood by all concerned.

The PGA Gateway (level 1 and 2) is an additional module and cost to the students. Increasing numbers of students are enrolling and gaining this 'qualification' which is valued because it is online and easy to navigate, and New Zealand golf qualifications are well regarded internationally.

IGQ has recognised that a 5 or lower handicap is not essential to become a golf coach (at the previous EER, students needed a handicap of 5 or below to gain the

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

qualification). The handicap has since been raised to 10 and under. The change has enabled more students to meet this competency and therefore the diploma qualification. This has occurred without compromising the required standard to meet the qualification's outcomes.

IGQ would benefit from greater analysis of:

- individual student data, such as golf handicap information and stakeholder feedback to inform programme development
- trainees' golf handicaps across the organisation to show comparative rates of skills progress over time
- data across intakes to identify any emerging trends over time, between contributing universities and across trainers.

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

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**.

Chinese parents appreciate that students are in a protected environment and that their children can participate seven days a week in golf training in a temperate climate. IGQ uses New Zealand's climatic conditions, extensive affordable golf facilities and reputation as a 'safe destination' to successfully attract Chinese students.

Analysis of data regarding numbers of students who return to China and go on to complete their degrees was not available. Contributing universities may have this information but there was no evidence that it is shared with IGQ or that IGQ has requested this information. As such, IGQ has limited ability to evaluate the impact of the study on graduates' degree completion on their return to China.

Graduates return to China to undertake further study or gain employment in the golf industry. Short-term employment outcomes are positive. Destination data to evaluate the longer-term effectiveness of the programme for graduate employment is not currently systematically investigated.

There is opportunity for growth in the Chinese golf industry, especially since golf has been reintroduced as an Olympic sport. IGQ facilities have been extended to accommodate up to 100 students. A number of issues impact on IGQ's ability to maximise student numbers. A focused approach is required to mitigate these constraints.

Growing student numbers at IGQ are affected by the lack of a level 6 or 7 qualification and the inability for the IGQ programme to be listed on the official website of the Chinese Ministry of Education (to be registered in China, an overseas education provider needs to offer a qualification at level 6 or above). Both these issues affect the ability of IGQ to grow student numbers to maximise its resources and facilities. A more proactive approach to the relevant industry training organisation is required to investigate these issues.

IGQ supports local golfing industry communities, including the development of the Coringa Golf Club. IGQ pays the club for use of its facilities and all students are automatically members. Coringa Golf Club benefits financially from its association with IGQ. Students participate in local, interclub, provincial and national golf tournaments and mix with Kiwis. This provides opportunities for cultural interchanges, contributes to greater student confidence, and improves the students' English language skills. IGQ offers facilities to local golf organisations as a training school site. The wider Canterbury golfing community benefits from IGQ facilities.

Students had good levels of satisfaction with the programme and would recommend the programme to others. Some student feedback is not available in English. While this does not affect internal staff proficient in Mandarin, it had an impact on IGQ's ability to demonstrate some aspects of their performance to the English-speaking evaluation team. The Chinese social media website, Wechat, is used to communicate with the college, current students, past students and for parents to communicate with staff on their child's progress.

IGQ speaks of golf 'developing the person' and improving important life skills, such as perseverance and integrity. The understanding of golf rules and etiquette contributes to developing these attributes. While IGQ provided anecdotal evidence to the evaluators, a more systematic way of measuring and tracking these important personal outcomes and generic life skills would add value.

IGQ would benefit from the development of:

- a proactive and focused approach to the relevant industry training organisation, Skills Active, to investigate comparable and appropriate New Zealand qualifications, as the current qualifications cannot be used after 2019
- ways to provide access to information currently available in Mandarin only to assist IGQ to more easily demonstrate the value and worth of the programme's outcomes to non-Mandarin speaking stakeholders
- systems to gather information from students and Kiwi golfers that play with IGQ students about how well prepared the students are to play with them and whether these interactions improve the students' golf skills and knowledge
- greater analysis of anecdotally reported enhanced life skills to inform programme development and stakeholder feedback.

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

Courses are delivered in Chinese and English. Assistant coaches are bilingual. Bilingual teaching and learning and assessment are aligned with learning outcomes. For example, test papers such as Rules Tests are bilingual. Assistant coaches assist English-only speaking coaches if required, maximising coaching effectiveness.

The training focus is on practical golf at one site, Coringa Golf Club. Students participate in two compulsory internal tournaments each week. The student-to-coach ratio is 10:1. Students also receive one-to-one coaching from the PGA-certified coaches.

Facilities and equipment are modern and extensive. Low student numbers, highly qualified and experienced coaches, excellent equipment and software support ensure that students have the opportunity to progress well. Equipment and facilities meet current industry needs and expectations. This was evidenced by IGQ's selection to host a PGA training event in 2016.

Students are encouraged to participate in external events such as interclub and local club opens. The coach manual, course manual and students' playing diary are reviewed annually. Students are well informed about their progress and are provided with information that ensures 'practice with purpose' occurs. Participation in community events assists with student confidence and provides opportunities to interact with New Zealand culture. Programmes are relevant and regularly reviewed and updated to meet student and stakeholder needs.

IGQ would benefit from the development of:

- more formalised feedback mechanisms to gather information from employers on how well graduates are prepared to become golf coaches in China.

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

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 is student-centred. It is useful that the majority of students are already enrolled at one of three Chinese sports universities, indicating their interest in sports. Initial assessment by interview at the China office ensures that suitability and student learning goals are established. Students return to China when study at IGQ is completed. IGQ has long-term relationships with these universities, including memorandums of understanding outlining the terms of the training.

Orientation occurs on arrival in New Zealand. This includes health and safety advice. There is also an interview in New Zealand to understand the goals, strengths and weaknesses of each student and to explain IGQ rules.

Students have opportunities to apply their knowledge and skills in a variety of contexts. Student participation in community events adds value to their 'New Zealand experience' and contributes to the local Chinese and golf communities. Students are encouraged to participate in events such as Chinese New Year, the Chinese lantern festival, the Canterbury A&P (agricultural) show, multi-cultural events organised by Education Christchurch, and golfing events with the Happy Day Golf Club (Korean) and the Chinese Golf Association of Christchurch.

Responses to the wellbeing needs of students are appropriate. IGQ has approval for students 14 years and upwards and at the time of the EER there were two students under 18 years (by three months or less). Homestay agents are used. Among other things, they check for WiFi access, bedroom and study facilities and that the meals provided are suitable. Most students homestay with New Zealand residents. IGQ has well-established homestay arrangements with bilingual Chinese and English speakers. This contributes to an easy transition for the students. If a problem is identified at the second-week interview, a change of homestay will be organised. Few changes have been required, indicating good vetting of homestays, many of whom have been long-term with IGQ .

IGQ understands their responsibilities around The Education (Pastoral Care of International Students) Code of Practice 2016 and undertakes regular reviews. Students are appropriately supported. Three staff are available 24/7; two are fluent in Chinese and have good knowledge of Chinese and New Zealand cultures. The student ID card has all the required contact details.

Students are appropriately supported to attend and complete the programme requirements. There are high rates of retention; students mostly remain involved in learning and completing their studies. IGQ identifies and understands the reasons behind the very low number of non-completions. Tracking of attendance and

follow-up of non-attendance ensures that students mostly meet attendance requirements. Students late for the 9am tee-off have to pick up golf balls and run around the field. No phones or headphones are allowed for safety reasons.

Golf English is an optional class held each week. Students are encouraged to attend. Knowledge of English golf terminology is useful for all students as golf is a predominantly English-speaking sport. There is a courtesy shuttle service for students without their own transport. IGQ checks drivers' licences and students must have had a minimum of two driving lessons from a driving school if driving for the first time in New Zealand.

IGQ would benefit from the development of a more systematic approach to reviewing current homestay arrangements to enable IGQ to demonstrate how the quality of this service is measured and maintained.

1.5 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**.

IGQ has a clear vision, purpose and appropriate people and systems to support strong educational performance. Governance and management possess a diverse range of capabilities and experience and a shared passion for golf. The board of directors has five members and meets monthly. Three directors are also shareholders; two are independent. Two directors have educational backgrounds in China and two others have educational experience in New Zealand. All view IGQ as a long-term investment.

Through effective relationships with their Chinese partners (including staff exchanges), and their marketing and business and strategic plans, IGQ has developed a sustainable commercial operation in a market with further potential. The commitment to projected growth in student numbers has been shown by significant expenditure on facilities and new equipment.

IGQ wants to move to a level 6 or 7 qualification. IGQ needs to be proactive with Skills Active to ensure it has valid qualifications to offer by the time the current qualifications expire in January 2019. When the college expands (as planned), a better awareness by the governance team of NZQA requirements and expectations will need to be demonstrated to attain a greater level of confidence from NZQA.

IGQ has supported increasing numbers of students to enrol in PGA and to interact with the Canterbury and New Zealand golf associations for advanced training in the rules of golf. Successful students can become qualified district referees.

IGQ has reputable PGA-certified golf coaches who are required to undertake regular upskilling and are supported in ongoing professional development. Students provide formal feedback on the programme and the coaches twice a year. This feedback has led to some changes, such as the introduction of physical fitness classes and an in-house tournament series.

1.6 How effectively are important compliance accountabilities managed?

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 organisation has compliance management processes which cover the educational requirements of NZQA. Programmes are delivered according to programme approval documents. Random sampling of attendance records by the evaluation team identified that they were accurate, and no significant issues emerged.

As a signatory to the Code of Practice, the management team was aware of the recent changes to the code. The sampled student files showed that code requirements were all met.

One case where a student did not complete the qualification was discussed. The records of this complaint were informal but largely systematic. However, the Certificate of Attendance provided to the student was ambiguous as the reference to 'attendance' was in small print. IGQ understood the unintended ambiguity of the document and agreed to ensure this would not reoccur.

Health and Safety Act changes from April 2016 are understood by staff. IGQ engaged a health and safety consultant familiar with the golfing industry to meet new legislative requirements and implemented a software-based health and safety assurance system. The board meets monthly and standing items include health and safety; the system used has reminder prompts and is easy to navigate. Effective guidance is provided to students around the use of equipment, appropriate footwear, use of cell phones and safety issues on a golf course.

Earthquake procedures are communicated to students including how to evacuate the premises and where to assemble. The effectiveness of compliance management was informed by reviewing information held by NZQA regarding risk, approvals and accreditation and by on-site interviews.

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: 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**.

2.3 Focus area: International students: health and wellbeing

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

General: NZQA recommends that IGQ further evolve self-assessment practices, including methods of data analysis, to support the future growth of the college. (Refer to the findings under each key evaluation question above for specific recommendations.)

Appendix

Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

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

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

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