



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

IGQ Golf College Limited

Date of report: 30 April 2024

About IGQ Golf College Limited

IGQ Golf College is a private training establishment offering golf-related programmes to small numbers of international Chinese students. After a two-year period of inactivity due to the Covid pandemic, IGQ is focussed on restarting delivery in 2024 with sports-related New Zealand qualifications.

Type of organisation:	Private training establishment (PTE)
Location:	680 McLeans Island Road, Harewood, Christchurch
Eligible to enrol intl students:	Yes
Number of students:	Domestic: nil International: nil (2023) 2018: 23 ¹ international students 2019: 29 international students 2020: 11 international students Students were last enrolled at IGQ in 2020. Previously, 20-30 students were enrolled or continued their study each year. IGQ intends to enrol new students in the second half of 2024.
Number of staff:	2018-2020: 10 full-time staff 2023: two part-time staff (0.4 full-time equivalent)
TEO profile:	See: IGQ Golf College IGQ Golf College delivered its own qualifications up to and including 2020. In 2020, NZQA granted IGQ approval and accreditation for the delivery and assessment of two New Zealand qualifications: the New Zealand Certificate in Sport, Recreation and Exercise (Multi-sector) (Level 4) [Ref: 3626], and the New

¹ Student numbers in each year include those completing multiple years of study and those starting study in that year.

Zealand Diploma in Sport, Recreation and Exercise (Multi-sector) (Level 5) [Ref: 3627].² IGQ became an inactive PTE between 1 March 2021 and 27 February 2023 due to border closures resulting from Covid-19. Since reactivating, IGQ has been preparing to deliver the recently changed New Zealand qualifications from mid-2024.

Last EER outcome:	At the last external evaluation and review in 2017, IGQ Golf College was found to be Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Operational and Educational Governance and Management• International Student Support and Wellbeing
MoE number:	7713
NZQA reference:	C47069
Dates of EER visit:	28 and 29 November, and 1 December 2023 (all sessions conducted online)

² The programmes that lead to the award of these qualifications are the New Zealand Diploma in Sport, Recreation and Exercise (Multi Sector) (English/Mandarin) (Level 4) [ID: 125732], and the New Zealand Diploma in Sport, Recreation and Exercise (Multi Sector) (English/Mandarin) (Level 5) [ID: 125787], respectively. Both programmes have (English/Mandarin) in their titles, following NZQA approval.

Summary of results

As a niche provider, IGQ Golf College has met many important stakeholder needs through high rates of achievement and progression to employment. Student support is a strength. However, management decision-making is not fully informed due to weaknesses in assessment, moderation, compliance and data collection processes.

Not Yet Confident in educational performance

- For 2018-20, student achievement rates were strong, with high completion rates across all training delivered. Disaggregation of the data for achievement, transferrable skills and coaching skills could support greater understanding when reviewing programmes, student support and achievement. Achievement results are not supported by robust internal and external moderation.

Not Yet Confident in capability in self-assessment

- The progression of most students to related employment, along with the long-standing tertiary organisation partnerships reflect the value of IGQ's training outcomes to stakeholders. Though IGQ captures graduate feedback, the capture of feedback from other stakeholders could support further self-assessment.
- Regular contact with stakeholders ensures ongoing identification of emerging stakeholder needs. Regular, supervised assessment provides students with progress feedback. Internal and external moderation is limited, and marking and judgment criteria are not evident. Therefore, it cannot be established that all assessment is fair and consistent or that programme review is effective.
- IGQ has developed strategic goals aligned with the educational purpose and direction of the PTE. However, the organisation needs to measure and monitor progress against these strategic goals, and undertake increased data analysis to enable effective academic leadership.

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- IGQ undertakes staff professional development. Further education-related professional development could support the PTE as it restarts delivery of New Zealand qualifications.
 - IGQ has processes that allow the PTE to manage many of its compliance accountabilities. Further understanding of NZQA rules and regulations will address current gaps and support improved practice.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Most students enrol to study at IGQ for up to three years. The other students enrol to study for a small number of weeks. For 2018-20, 96 per cent of the IGQ's students completed a programme of study.^{4,5} The PTE fully understands the reasons for the very small number of non-completions.</p> <p>Achievement rates increased for IGQ's most popular programme – the Diploma in Golf Coaching (Level 5) – where most of the PTE's student were enrolled. The qualification completion rates rose from 50 per cent in 2018 to 75 per cent in 2019, and 82 per cent in 2020. Analysis of the cause of this increase was not available. Achievement results are not supported by robust internal and external moderation.⁶</p> <p>The PTE could also further disaggregate the achievement data to inform and make improvements as needed. As an example, an improved understanding of qualification completion based on where students come from may identify emerging performance and support needs.⁷</p> <p>IGQ also uses handicap progression as an indicator of achievement. All of the students' playing handicaps lowered over time, with IGQ effectively using the</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 Completion includes students who completed the diploma or course into which they were enrolled, or those who instead gained lower-level internal certificates which acknowledged the acquisition of useful skills and knowledge only.

⁵ See Appendix 1 for a breakdown and explanation of IGQ's achievement data.

⁶ Moderation is discussed further in 1.3.

⁷ Students enrolling in IGQ either came from partner tertiary organisations in China, having completed up to two years of golf-related study, or they have come direct to IGQ to complete the diploma.

	<p>progression data to understand where support was required to increase achievement.</p> <p>This highlights that IGQ comprehensively collects achievement data on specific golfing skills. There is no formal capture of data about the successful acquisition of coaching-specific skills or transferrable skills (such as increased communication and confidence). Collation, analysis and use of this data would further strengthen the processes that currently support achievement.</p>
Conclusion:	<p>Increasingly strong completion rates alongside improved handicap progression indicate strong achievement. Formally collecting and using information on non-golf playing skills and the disaggregation of achievement data could support current self-assessment.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Graduate progression to employment is an area of strength for IGQ. For 2018-21, 96 per cent of IGQ's graduates secured employment. Of these graduates, 56 per cent secured employment as golf coaches, while about 20 per cent secured employment in golf-related roles.</p> <p>Most of IGQ's students come to New Zealand from China, and most return to and secure work in China's rapidly growing golf industry upon graduation. This reflects the value of the training outcomes to the stakeholders, along with the PTE's continuing relationship with the Chinese government, tertiary education organisations⁸ and students' families. Where graduates were employed outside of the golf industry, feedback indicates that IGQ's training enhanced the marketability of the businesses⁹ those graduates worked for.</p>

⁸ IGQ has retained two long-standing partnerships with Chinese tertiary education organisations, spanning the last 10 years.

⁹ Completing training with IGQ has enabled some businesses outside of golfing to offer golf experiences alongside their normal services.

	<p>As noted above, IGQ captures feedback from graduates on their employment destinations and the value of the playing-related skills to that employment. To further strengthen self-assessment, additional feedback could be sought about:</p> <ul style="list-style-type: none"> • the acquisition and use of coaching and transferable skills from the viewpoint of the graduates (particularly from those in non-golfing employment) • the acquisition and use of coaching, playing and transferable skills from other stakeholders such as partner organisations and the employers of graduates.
Conclusion:	<p>Strong progression of graduates to employment, and long-standing tertiary organisation partnerships reflect the value of the training outcomes to relevant stakeholders. Expanding feedback capture to include coaching and transferable skills from all stakeholders could support further self-assessment.</p>

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

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>IGQ fosters links with Chinese stakeholders and maintains an understanding of the international golf scene to maintain the relevance of the programmes. Such links inform annual programme review alongside insights from student feedback and emerging support needs. This also supported IGQ's development of their new programme pathway – New Zealand Certificates in Sport, Recreation and Exercise (Multi-Sector) (Levels 4 and 5)¹⁰ – and its planned development of a level 6 programme.</p> <p>IGQ states that a high level of golfing skills is needed to be successful as a coach. Learning activities, resources and the organisation's structure reflect this. Through daily practice activities and coaches that can engage in</p>

¹⁰ Although they were approved for delivery in 2020, these qualifications have not been run and have recently undergone a Type 2 change to include Mandarin as a teaching language in response to stakeholder feedback.

	<p>Mandarin, IGQ supports students to remain engaged and apply their theoretical knowledge. Weekly practical assessments mean that IGQ can give regular feedback to the students about their progress. The PTE supervises all assessment activity to ensure that academic integrity is maintained.</p> <p>While IGQ’s assessment processes are fit for purpose, it was unclear how coaching skills were being assessed and marked. The PTE provided evidence of assessing the development of playing skills and theoretical golfing concepts. There was less evidence of assessment of coaching skills (particularly in a practical setting).¹¹ Therefore, it could not be determined whether IGQ formally measured or captured the development of each student’s coaching-specific skills. As such, assessment does not appear to support the objective of the programme.¹²</p> <p>IGQ conducts regular internal post-assessment moderation of the students’ playing skills. However, the PTE has not done any internal moderation of the theoretical assessments and coaching of playing skills. IGQ needs to carry out and record regular internal moderation for all assessments. IGQ does not currently have an external moderation partner but recognises that this process needs to be restarted.</p> <p>Samples of completed moderation by IGQ indicated issues with the verification of assessor decisions. There was little evidence or judgment criteria to support the decisions. IGQ acknowledged that achieving consistent assessor and grading decisions relied primarily on professional judgment. IGQ needs to make improvements to assessment and moderation practices and processes to assure all assessment is valid, fair and consistent.</p>
<p>Conclusion:</p>	<p>The programmes are relevant to stakeholders, with feedback informing annual programme review. Assessment provides students with progression feedback at regular intervals. Assessment requires improved moderation</p>

¹¹ IGQ said that one measure of a student’s coaching-specific skills is the handicap progression data of the recipient(s) of that student’s coaching. However, no evidence was provided to show that the PTE in fact used this data to measure skills in this way.

¹² As written in the programme document for the Diploma in Golf Coaching (Level 5), the programme was ‘targeted at international students wanting to pursue a career in the international golf industry as a golf coach’.

	processes to assure that all assessment is fair and consistent.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>For 2018-20, the learning goals of IGQ's students were well understood and monitored by the PTE. Individualised learning plans were established at the beginning of study. Regular meetings enabled the review of each learner's goals and progress as well as ensuring students were provided with support and guidance as their needs emerged.</p> <p>Students received comprehensive study and other relevant information before and during their studies at IGQ. IGQ's office in China informed students about the PTE's offerings, and IGQ's orientation process ensured that students were made familiar with day-to-day life in New Zealand. Through its student handbook, IGQ also ensured that its students were aware of their rights, expectations of them, and the support options available.</p> <p>IGQ's coaches and assistant coaches provided wrap-around support to ensure that the learners could start at their skill level and learn at their own pace. IGQ's students gave feedback shortly after commencing and regularly during the programme. The PTE used this to check in on student wellbeing and respond as appropriate.</p> <p>IGQ completes Code of Practice¹³ gap analyses and self-reviews. Regular recording of pastoral care practices against the Code action plan could support already strong review.</p> <p>IGQ students are expected to play golf daily and are encouraged to participate in golf competitions, activities and events along with programme-related trips. They are supported to establish effective social and academic</p>

¹³ Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	support networks. The learning environment at IGQ is inclusive.
Conclusion:	IGQ's learning environment is inclusive with regard to learning facilities and student support. Regular feedback has informed timely, targeted support and effective self-assessment.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>IGQ has a clear strategic vision and a targeted programme development plan to help facilitate its vision. Although the plan is not updated annually¹⁴, IGQ refreshed the strategic plan for 2023 in response to identified external challenges. The introduction of new investors to support educational and marketing growth has resulted in a governance restructure to support the PTE's educational purpose and direction. Monitoring and measuring progress against these strategic goals would support regular strategic planning and business innovation.</p> <p>IGQ's governance and management staff have experience in golf and education, and the PTE also has access to skilled coaching staff to deliver each of its programmes. Coaches are selected for their experience and PGA¹⁵ golf coaching qualifications. Peer observations and regular meetings between coaches ensured consistency of delivery.</p> <p>Golf coaching-related professional development of all staff is occurring, but there is an opportunity to expand this in regard to the support of emerging student needs, and programme and assessment design and delivery.¹⁶ This could support effective academic leadership around the</p>

¹⁴ IGQ last updated the strategic plan in 2017.

¹⁵ Professional Golfers' Association of New Zealand.

¹⁶ Undertaking adult teaching and learning-related programmes or unit standards could support staff in the design and development of appropriate delivery, assessment and support practices.

	<p>design, delivery and review of New Zealand qualification programmes.</p> <p>IGQ allocates sufficient and up-to-date resources to support learning and teaching. IGQ also uses data to monitor and manage student attendance, support and achievement. However, it is not evident that the PTE's decision-making is supported by effective contributing processes. The evidence provided demonstrates a lack of understanding of how to manage programme review and how to develop new programme pathways in a timely and effective manner. As discussed earlier in this report, expanding data collection, analysis and use may support effective organisational academic leadership.</p>
Conclusion:	<p>IGQ's strategic direction is aligned to its educational purpose, and the PTE takes steps to identify and respond to external challenges. Monitoring progress against strategic goals and expanding data collection and analysis could support effective academic leadership. Current levels of professional development could be more focussed on effective teaching and learning practices that respond to emerging student needs and enable effective programme and assessment design and delivery within New Zealand qualifications.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>IGQ has compliance accountabilities in New Zealand and China. The PTE is managing these accountabilities primarily through responding to reminders or periodic contact with authorities. This method supports IGQ's annual review of the Code of Practice¹⁷, as well as review of memorandums of understanding with Chinese organisations. IGQ needs a more systematic approach and greater familiarity with NZQA rules and regulations to ensure effective compliance management.</p>

¹⁷ Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	<p>The following issues indicate that IGQ's management of its compliance accountabilities needs improvement:</p> <ul style="list-style-type: none"> • IGQ's website and some course materials advertised non-NZQA approved programmes as NZQA-approved. • An international student file check revealed some issues with insurance and accurate recording of start and finish dates. These indicate minor breaches of the Code. • Currently there is no register of complaints received and responded to. The PTE has indicated that they plan to include this in the incident and risk register. • IGQ did not collect evidence that they managed the agreed terms of study durations. These terms are outlined in the memorandums of understanding with Chinese tertiary organisations. The study durations were two years of study in China plus one year of study in New Zealand. Such information could support review of said memorandums. <p>IGQ reviews homestay agreements regularly, ensuring the support and wellbeing of international students while they are in New Zealand accommodation. IGQ is very aware of its health and safety responsibilities and manages these closely.</p>
<p>Conclusion:</p>	<p>IGQ has processes that allow the PTE to manage some of its compliance accountabilities. There are areas of non-compliance with NZQA rules and regulations that need to be addressed to support improved practice.</p>

Focus areas

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

2.1 Operational and Educational Governance and Management

Performance:	Good
Self-assessment:	Marginal

2.2 International Student Support and Wellbeing

Performance:	Good
Self-assessment:	Good

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 IGQ Golf College Limited:

- Disaggregate and analyse the collated achievement data to gain greater understanding to support the review of programmes, student support and achievement.
- Expand the existing formalised capture of stakeholder feedback to include information:
 - regarding the transferability of golf playing and coaching skills to non-golf employment
 - the use and application of coaching skills and knowledge to all employment.
- Capture the progress of learners' acquisition of coaching-specific skills to inform programme and progress reviews in line with the objective of the programme.
- Expand professional development in the areas of adult teaching – including moderation, student support and programme design – to help prepare for future challenges and support programme design and delivery leading to New Zealand qualifications.

This report is draft only and is subject to checking by IGQ Golf College Limited for factual accuracy.

- Improve familiarity with NZQA processes, rules and regulations, and provide evidence that the PTE is meeting partnership agreements. This is to ensure compliance accountabilities are being managed appropriately.

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.

NZQA requires IGQ Golf College Limited to:

- Create an effective system for moderation of all assessment materials and decisions as required in Part 5, 13.1 (which refers to Part 1, 4.1 criterion 6) of the Programme Approvals and Accreditation Rules (2022).
- Remove from the IGQ website and course material any advertising of the internal certificates as NZQA-approved programmes of study, as per rule 6.1.2(c) of the Private Training Establishment Registration Rules 2022.
- Ensure all insurance policies of international students enrolled at the PTE cover travel to and from New Zealand and all training, to ensure that these align with Section 44(1)(c) of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Appendix 1

IGQ Golf College programme performance data (provided by IGQ)

Table 1. All programme completions (2018-20)¹⁸

	Total enrolments (NZQA enrolments, non-NZQA enrolments)	Total completed	Completed NZQA-approved qualification	Completed internal certificate	Did not complete any qualification
2020	11 (11,0)	11	9	2	-
2019	18 (9,8)	17	6	11	1
2018	10 (7,3)	9	5	5	-

Table 2. All completions for students enrolled in NZQA-approved programmes (2018-20)

	Total enrolments	Completed NZQA-approved qualification	Completed non-NZQA approved qualification	Did not complete any qualification
2020	11	9	2	-
2019	9	6	2	1
2018	7	4	3	-

Table 3. Diploma in Golf Coaching Level 5 (DGC5) (2018-20) enrolment and completion data

	Total enrolments	Completed DGC5	Completed non-NZQA approved qualification	Did not complete any qualification
2020	11	9	2	-
2019	8	6	1	1
2018	6	3	3	-

¹⁸ Note: no students were enrolled in 2021-23

Table 4. Diploma in Tournament Golf (Level 5) (DTG5) (2018-20) enrolment and completion data

	Total enrolments	Completed DTC5	Completed non-NZQA qualification	Did not complete any qualification
2020	-	-	-	-
2019	1	-	1	-
2018	1	1	-	-

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 fraud¹⁹*
- *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.*

¹⁹ 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 2022, 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 2022. 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/>.

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