



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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# External Evaluation and Review Report

New Zealand Institute of Studies



Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 17 July 2018

# New Zealand Institute of Studies (NZIOS) at a Glance

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<b>Type of organisation:</b>	Private training establishment (PTE)
<b>Location:</b>	Level 12, 155 Queen St, Auckland
<b>Code of Practice signatory:</b>	Yes
<b>Courses</b>	<ul style="list-style-type: none"><li>• New Zealand Certificate in English Language (Academic) (Level 4) (NZCEL)</li><li>• General English Language programmes</li></ul>
<b>Number of students:</b>	28 internationals
<b>Number of staff:</b>	Full-time – 14; part-time – three
<b>Scope of evaluation:</b>	<ol style="list-style-type: none"><li>1. Governance and management</li><li>2. English for Speakers of Other Languages (ESOL)</li><li>3. International students: support and wellbeing</li></ol>
<b>MoE number:</b>	7820
<b>NZQA reference:</b>	C27084
<b>Dates of EER visit:</b>	1 and 2 May 2018
<b>TEO profile:</b>	<p>NZIOS takes only international students. It has undergone many changes recently. The PTE recently stopped delivering business programmes. The last cohort finished in October 2017, At the time of the external evaluation and review (EER), NZIOS was delivering only English language programmes. NZIOS intends to resume delivery of the level 7 business programme in late 2018. The accreditation of business programmes at levels 5 and 6 has lapsed as these programmes had not been used for more than a year.</p> <p>NZIOS is ceasing its relationship with a North Island high school teaching NCEA and is teaching the remaining students to completion.</p>

# Summary of Results

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## **Not Yet Confident in educational performance**

- Governance and management is making sound decisions to close programmes it has problems with and regroup and consolidate the activities of the school.
- NZIOS does not plan to request cancellation of its registration as a PTE. Instead, it is planning for measured expansion so as not to over-extend its resources, and to consolidate its quality assurance systems.
- NZIOS has suitably qualified and experienced teaching staff who support the students in their learning.
- The provider has an effective system for collecting information and achievement data.

## **Not Yet Confident in capability in self-assessment**

- NZIOS relied heavily on transitional management at the EER visit. The managers concerned have since left NZIOS and it would be useful to develop in-house management capacity to cover these areas.
- Management and staff should enhance their knowledge of programme requirements.
- The provider needs stronger processes to meet the Code of Practice requirements for student files.
- Planning for the delivery of the level 7 business programme needs to take heed of the requirements and recommendations of the NZQA monitors' report.

# Key evaluation question findings

## 1.1 How well do students achieve?

Performance: **Adequate**

Self-assessment: **Adequate**

Findings statement:	<p>Achievement rates in the business programmes, when they were running, were consistently good at 70-80 per cent.</p> <p>At this time, ESOL/NZCEL courses have not had any completions. It is too soon to draw any conclusions about achievement from these courses. These were the only courses running at the time of the EER visit.</p> <p>To help students meet their learning targets, they are pre-tested to determine their placement level and are tested formally every 12 weeks to determine their progress.</p>
Supporting evidence:	<ul style="list-style-type: none"> <li>• The monitoring of the NZQA level 7 business programmes in 2016 and additional moderation conducted in 2017 of level 7 and level 5 programmes gave cause for concern. The validity of achievement was brought into question because of assessment and marking deficiencies. A significant number of the assessment samples that were moderated showed that the moderator did not agree with the pass marks given and determined that these students should not have passed.</li> <li>• NZIOS could not show how it records student progress for the English language programme., apart from the 12-weekly summative exams,</li> <li>• Pre-programme testing allows the students to show their level of competence in English language, so they can be placed at the correct level.</li> <li>• Student satisfaction is another way that NZIOS measures success. Student evaluation forms are compiled, and the results give mainly positive feedback about the English language programme.</li> </ul>
Evaluative summary:	<p>Assessment and moderation, of business programmes, are a concern. The areas of assessment and moderation are critical in the education process as a measurement of the effectiveness of the learning. The 2016 NZQA level 7 monitoring report and 2017 moderation reports showed a lot of shortcomings in these areas. If the integrity of achievement is to be trusted, NZIOS has</p>

	considerable work to do in the areas of assessment and moderation.
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## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance: **Good**

Self-assessment: **Good**

Findings statement:	The value of the learning – confined to English language programmes at the EER visit – is positive and well related to the reasons that students engage with the learning.
Supporting evidence:	<ul style="list-style-type: none"> <li>• Business graduates can link to programmes taught at Massey University. Twelve students articulated to Massey in 2017.</li> <li>• International students graduating in English studies can stay in New Zealand to work, return to their homeland with additional skills, or go on to further studies in New Zealand or abroad.</li> <li>• Exit surveys show that 90 per cent of graduates from the business programmes have employment in related areas when they leave.</li> <li>• Almost all the international students engaged in NCEA studies with NZIOS go on to university.</li> <li>• Exit feedback from graduates is generally positive.</li> <li>• The Massey University liaison person stated that the skill level of the NZIOS graduates is generally on par with the rest of the students in the Massey programmes.</li> <li>• The survey report of graduates' feedback supplied by management at the EER visit showed the value of the learning.</li> </ul>
Evaluative summary:	NZIOS does not know much about the employment patterns of its graduates in the longer-term, especially in those programmes that are career related, such as business. This kind of knowledge would allow NZIOS to gain further information about the suitability of the learning, and how work-ready the students are when they graduate.

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

Performance: **Adequate**

Self-assessment: **Adequate**

Findings statement:	Programme design and delivery needs some attention given the shortcomings in assessment and moderation practice uncovered by NZQA in the 2016 – 2017 period.
Supporting evidence:	<ul style="list-style-type: none"> <li>• ESOL courses have a needs assessment to place students at the correct level and to tailor the learning.</li> <li>• NZIOS uses a local advisory committee to help inform the development of programmes.</li> <li>• A programme committee formally reviews the programmes and ratifies the results.</li> <li>• The resources for the ESOL classes are appropriate.</li> <li>• Students can use recognition of prior learning to gain credit for ESOL learning to help them staircase to higher learning.</li> <li>• The recent appointment of a new marketing manager is intended to gain better information on students' needs.</li> <li>• It was unclear how students' progress through the courses was being recorded, or that this was being done systematically.</li> <li>• Student feedback indicates that needs are generally being met.</li> <li>• There has been a review of overseas agents in countries where visa decline rates have been identified as a problem.</li> <li>• The level 5 and 6 business programmes that concerned NZQA have been discontinued, to allow for their redevelopment to improve delivery, assessment and moderation. Delivery of the Diploma in Business Management (Level 7) is planned to resume in August 2018.</li> </ul>
Evaluative summary:	<p>There are shortfalls in assessment and moderation in some of the business courses that ran in 2016-2017. The monitoring and moderation reports highlight some important areas that need attention before the level 7 programme resumes in 2018.</p> <p>There could be better understanding of programme requirements in terms of how credit value relates to hours of learning.</p>

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

Performance: **Good**

Self-assessment: **Good**

Findings statement:	In the ESOL courses running at the time of the EER visit, the students were being adequately supported in their learning.
Supporting evidence:	<ul style="list-style-type: none"> <li>• There is closer vetting of recruitment agents by NZIOS, and less reliance on agents. Agents are now trained and monitored.</li> <li>• The ESOL teachers are all trained English language teachers. Several of those interviewed had degrees in other disciplines and some were trained secondary and primary teachers.</li> <li>• There are designated support people in academic, pastoral and cultural areas.</li> <li>• The quality of teaching is maintained by a system of formal observations and written feedback. NZIOS has a comprehensive and systematic approach to staff professional development. New teachers are mentored by experienced staff for several months to adjust to the school.</li> <li>• The evaluation team verified that programme review takes place. An annual review document is produced.</li> <li>• The English language programmes currently running are structured to the content of the international texts being used.</li> <li>• Student feedback confirms that the students have a generally positive learning experience.</li> </ul>
Evaluative summary:	The systems in place for the small number of ESOL students (28) are adequate, but it remains to be seen whether these will be sufficient or appropriate when the level 7 programme resume.

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

Performance: **Adequate**

Self-assessment: **Adequate**

Findings statement:	Governance and management at NZIOS is in transition, and there is still some development and entrenchment to be done. At the time of the EER visit, NZIOS was in a period of low activity and had relinquished some programmes and staff. The provider intends to regroup with new programmes and staff.
Supporting evidence:	<ul style="list-style-type: none"> <li>• Governance intends to have a measured rate of growth in the future to a manageable limit of around 150 students.</li> <li>• The previous business programmes were lapsed by NZQA because of lack of use. NZIOS intends to restart Level 7 programme in late 2018</li> <li>• NZIOS considered closing the ESOL programmes in 2017, and to subsequently deregister and close the school. This deliberation led to the decision to reorganise and rebuild.</li> <li>• Several replacement managers have been appointed. Teachers for the new business programme will be engaged when required.</li> <li>• The principal had just begun at NZIOS at the time of the EER visit. The sole director/owner is active in running the school.</li> <li>• The EER visit presentations were facilitated by a transition team of two ex-staff members.</li> <li>• Administration software for data recording has been upgraded. The new systems are designed for a much larger operation. This indicates forward planning.</li> <li>• The arrangement with a high school to teach NCEA subjects to international students on their behalf has now ceased. The last of these students are being taught to completion.</li> <li>• It was unclear what preparation is being done for the start-up of the business programme to avoid the issues of the past.</li> </ul>
Evaluative summary:	With the departure of two key managers, there is a lack of in-house experience and academic ability at management level.

## 1.6 How effectively are important compliance accountabilities managed?

Performance: **Adequate**

Self-assessment: **Adequate**

Findings statement:	In some areas, NZIOS manages most of its compliance responsibilities appropriately. Some other areas of compliance could be monitored more closely.
Supporting evidence:	<ul style="list-style-type: none"> <li>• There is good knowledge of Code of Practice requirements. Staff attend Code of Practice development sessions to keep their knowledge current. The self-review of areas covered by the code is carried out according to requirements.</li> <li>• An inspection of international student files at the EER visit has revealed some irregularities, particularly insurance and student visa requirements.</li> <li>• Monitoring of compliance is informal and lacks documentation.</li> <li>• Awareness of programme approval requirements among staff and management was lacking.</li> <li>• The quality management system policies and procedures document were not very accessible, and it is unclear whether staff can access it.</li> <li>• Expiring unit standards are monitored.</li> <li>• Recruitment agents are monitored using the feedback gathered from students.</li> </ul>
Evaluative summary:	<p>Some areas of the Code of Practice could be monitored better, such as the documents relating to student enrolment.</p> <p>Monitoring of compliance could be strengthened and formalised.</p> <p>Awareness of the requirements of programme approval, especially those that focus on meeting credit values and hours of learning, is not strong among staff and management.</p> <p>The quality management system document, which is valuable for monitoring and training purposes, is not readily available to staff for reference.</p>

# Focus Areas

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

## 2.1 Focus area: Governance and management

Performance: **Adequate**

Self-assessment: **Adequate**

## 2.2 Focus area: English language courses

Performance: **Good**

Self-assessment: **Adequate**

## 2.3 Focus area: International students: student support and wellbeing

Performance: **Adequate**

Self-assessment: **Adequate**

# Requirements

NZQA requires New Zealand Institute of Studies to:

1. Comply with all the requirements of the Education (Pastoral Care of International Students) Code of Practice 2016, including those that apply to the gathering and storage of the required international student enrolment documents. See:
  - [Guidelines for the Education \(Pastoral Care of International Students\) Code of Practice 2016 –Tertiary](#)
  - <http://www.legislation.govt.nz/regulation/public/2016/0057/latest/DLM6748147.html>

# Appendix

## 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](http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction) available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/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.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>1</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>1</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted 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](http://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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