

Report of External Evaluation and Review

New Zealand Institute of Education
2007 Limited trading as New Zealand
Institute of Education

Confident in educational performance

Confident in capability in self-assessment

Date of report: 1 October 2015

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MoE Number: 7850
NZQA Reference: C16503
Date of EER visit: 28, 29 and 30 October 2014

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: | New Zealand Institute of Education 2007 Limited trading as New Zealand Institute of Education (NZIE) |
| Type: | Private training establishment (PTE) |
| Location: | 62-64 Anzac Street, Takapuna, North Shore, Auckland |
| Delivery sites: | 601 Great South Road, Manukau City, and Level 1, Fountain Lane North, Botany, Manukau |
| First registered: | 27 November 2007 |
| Courses currently delivered: | <ul style="list-style-type: none">• NZIE Diploma in Applied Business (Level 7)• New Zealand Diploma in Business (Level 6)• NZIM Diploma in Management (Level 5)• National Certificate in Business Administration (Level 4)• National Certificate In Business Administration and Computing (Level 3)• Certificate in General English (Advanced) (Level 4)• Certificate in General English (Upper Intermediate) (Level 3)• Certificate in General English (Intermediate) (Level 3) |
| Code of Practice signatory: | Yes – for learners aged 18 years and over; NZIE also holds approval for learners 11 years of age and above not living with a parent. |

| | |
|-------------------------------------|---|
| Number of students: | <p>Domestic: 198 full-time learners (20 per cent Māori; 22 per cent Pasifika; 33 per cent Asian)</p> <p>International: 420 full-time learners from a range of countries including Brazil, India, China, South Korea, Tahiti and New Caledonia</p> |
| Number of staff: | 33 full-time equivalents |
| Scope of active accreditation: | NZIE offers a range of programmes, as noted above, and also holds accreditation for six training schemes delivering English Language. |
| Distinctive characteristics: | NZIE has three distinct campuses. Takapuna campus offers English and Business programmes to both domestic and international learners. The Manukau campus is predominantly for domestic learners studying business, whereas the Botany campus enrolls New Zealand domestic students who are recent migrants onto its Certificate in General English programmes. |
| Recent significant changes: | The organisation has more than doubled student numbers since the previous external evaluation and review (EER). A new campus has been established in Manukau which enrolls domestic students, of which a significant number are Māori and Pasifika. The organisation has introduced the new Certificate in General English programmes and a range of training schemes offering English language. The Diploma in Applied Business has been offered at the Takapuna campus since 2012. |
| Previous quality assurance history: | <p>At the previous EER in 2010, NZIE was judged Highly Confident in educational performance and Confident in self-assessment.</p> <p>National external moderation reports for 2013, including a moderation report for the New Zealand Diploma in Business, show continued problems with assessments meeting requirements. For example, for the New Zealand Diploma in Business, seven papers were moderated in 2013 and only one met key assessment requirements fully. For the 2013 external moderation of unit standards, two communications standards did not meet national external moderation requirements, one for three years in a row, although the report noted improvements overall for 2013.</p> |

2. Scope of external evaluation and review

The scope of the EER included the mandatory focus area of governance, management and strategy. A second horizontal focus area, moderation, was chosen to enable the evaluation team to review how effectively NZIE was implementing planned improvements and initiatives. Three programmes were also chosen as focus areas including:

- Certificate in Business Administration and Computing (Levels 3 and 4)

These Tertiary Education Commission (TEC)-funded programmes are offered at the Takapuna campus and the new Manukau campus. The majority of learners enrolled at Manukau in these programmes are Māori and Pasifika.

- Diploma in Applied Business (Level 7)

This diploma was first offered in 2012, has increasing enrolments, and contains an internship component.

- General English programmes

These programmes are offered at the Takapuna and Botany campuses. Recently, NZIE adapted its General English programmes and was approved to offer General English Training Schemes and the New Zealand Certificates in English.

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-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.

Prior to the EER, NZIE submitted a range of documents including a 2014 self-assessment plan, a document detailing continuous improvement, and summaries of Māori and Pasifika achievement.

The evaluation team of three, including a member of the NZQA national external moderation team, visited the Takapuna, Manukau and Botany campuses over three days. Interviews were conducted with the managing director of NZIE, the academic leadership team, tutors, stakeholders and students. A range of documentation was reviewed, including achievement data, evidence of outcomes, moderation records, course evaluations, meeting minutes and student files.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **New Zealand Institute of Education 2007 Limited trading as New Zealand Institute of Education**.

Achievement at NZIE is strong for all learners, domestic and international. Since 2011, achievement has been steadily increasing, with course completions improving for all learners, from 88 per cent in 2011 to 93 per cent in 2013, and for domestic students from 74 per cent to 87 per cent. Two initiatives that appear to be contributing to improved success for these learners in 2014 are professional development for tutors – focused on supporting Māori and Pasifika learners – and the implementation of a ‘Kickstart’ strategy.

The organisation’s data shows that, for most courses of study in 2013, over 78 per cent of domestic graduates moved to either further study or employment. These strong outcomes can be attributed partly to ‘Think Recruit’, an initiative that supports learners to find work placements, internships, further study and employment opportunities.

Industry engagement is purposeful and ongoing, and the evaluation team met a range of employers and other key stakeholders who value their relationship with NZIE. The internship programme embedded in the level 7 Diploma in Applied Business provides an opportunity to apply theory in practice, provides good links with employers, and offers useful feedback for learners and programme staff and, at times, employment for learners. A Think Recruit team provides a strong and distinctive mechanism for ensuring ongoing engagement with employers.

Aspects of teaching and learning at NZIE are strong. Teachers are generally well qualified and experienced and relate well to learners. Lessons are mostly well structured and engaging. However, assessment practices require improvement in the Business programmes. This can partly be attributed to the organisation having been without effective academic leadership for some time, particularly in the Business department.

Student support is strong, from tutors, administration staff and the Think Recruit team. Students noted the friendly, family-like atmosphere and ready access to tutor support when required. The organisation has responded to some recent feedback by strengthening orientation and making the student handbook more accessible.

There is good evidence that NZIE has effective leadership. The organisation has shown strong growth since the last EER, and achievement has remained strong. The directors have set a clear mission and purpose for the organisation and work to implement strategy through 90-day goals. New programmes, a new campus and a changing student demographic are all being effectively managed by NZIE. A recent staff survey shows a notable improvement in staff engagement since 2012.

NZIE is a well-run organisation with some work to do to improve assessment practices. The leadership team has developed well-considered plans to address this gap, including the appointment of a quality assurance manager.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **New Zealand Institute of Education 2007 Limited trading as New Zealand Institute of Education**.

Learner achievement is well understood at both the tutor and management levels, and developments to the student management system have led to more effective tracking. Some benchmarking has occurred which gives a perspective of NZIE performing well when compared with others in the sector.

The organisation has strengthened its understanding of value for learners through exit interviews and tracking graduate destinations. The organisation has recognised that more information could be collected to understand the value of graduates to employers, and consequently a new employer feedback form has been developed.

A range of approaches are used for gaining stakeholder feedback, including course evaluations, a staff survey, and feedback from internships and the local advisory committee. In 2014, exit surveys for students were introduced. This range of information is reviewed and issues highlighted. Examples of improvements include the Kickstart programme, which allows students to trial a programme without cost for two weeks. This was piloted in 2013 and rolled out in 2014, and has contributed to a significant drop in withdrawals.

A notable feature of NZIE was the extensive documentation and data available to the evaluation team. As noted above, monitoring data has, on a number of occasions, effectively highlighted issues where action plans were developed and implemented and improvements occurred.

Findings¹

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**.

Learner achievement at NZIE is generally strong. NZIE Student Achievement Component-funded learners are performing at or above the sector median, with successful course completion rates increasing since 2011 (Table 1).

| | 2010 | 2011 | 2012 | 2013 |
|----------------------------------|---------|---------|---------|---------|
| Course completion rates % | 92 (77) | 74 (81) | 79 (81) | 86 (83) |
| Qualification completion rates % | 80 (75) | 79 (79) | 70 (83) | 81 (79) |

The organisation's data in Table 2 shows that Māori and Pasifika learners' achievement has been variable. NZIE has put in place action plans for improvement. International learners' achievement rates are stronger, with course completion rates sitting at 96 per cent overall. For those learners enrolled in the English Language Training Schemes, achievement is currently sitting at over 90 per cent.

| | National Certificate in Business Administration and Computing (Level 3) | National Certificate in Business Administration and Computing (Level 4) | Certificate in General English (Level 3) | Certificate in General English (Level 4) | Diploma in Applied Business (Level 7) |
|--------------------------------|---|---|--|--|---------------------------------------|
| NZIE course completion rate | 84% | 91% | 84% | 95% | 99% |
| NZIE course completion Māori | 83% | 78% | NA | NA | NA |
| NZI course completion Pasifika | 76% | 92% | NA | NA | NA |

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

NZIE's data shows an increase in achievement that can be partly attributed to the Kickstart programme, an initiative that was piloted in 2013. The PTE has also introduced Te Whare Tapa Wha, a holistic health and well-being model, an 'at-risk' register, and home visits for some learners. Monitoring data indicates that achievement for Māori and Pasifika learners may be on a par with other groups in 2014. Confidence in the validity of the achievement results will be strengthened when NZIE achieves a stronger external moderation record.

Achievement is tracked closely by tutors and, if learners struggle, extra support is put in place. At a programme leader and management level, learner achievement is tracked monthly against the organisation's target of 90 per cent.

Learners attested to achieving valuable knowledge and skills that they were confident would be useful in the workplace. A sample of feedback from the applied diploma internship programme suggests that students displayed relevant skills, although the responses highlighted the need to further develop communication skills.

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 **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

NZIE's mission is to be the leading 'pathway provider' in New Zealand by supporting learners to achieve their employment goals. To understand how well it is achieving this goal, the PTE is collecting destination data three months after learners exit their programme. This data shows that in 2013 a significant number of graduates (between 45 and 100 per cent depending on the qualification) moved to either further training or employment. Most of these graduates find work. This destination data is valuable but could be strengthened through greater understanding of the value of the qualifications to graduates and employers in their current work. NZIE has recently surveyed 25 graduates one year out. This has the potential to add richer information to understand value.

There is strong value in the work experience and internship opportunities. Some learners find their work placement experience translates to a job offer. The Think Recruit team plays an integral role in supporting students and graduates into these internships and work experience, and subsequently into further study and employment. These staff begin working with students while they are in study to build their job search and interview skills and provide support through the application process. On another indicator of value, NZIE has begun to collect baseline data on the numbers who would recommend NZIE as a place to study. This rate is strongest among English language learners, at 94 per cent.

The English language programme provides valued outcomes. The increased language fluency of the graduates enables them, and particularly the international learners, to progress in their studies. In 2013, nearly 60 per cent of graduates from the training schemes progressed to further study. The students who studied at Botany attested to being able to participate more in New Zealand life, such as helping their children in school or engaging with their neighbours. More data could be collected and analysed to demonstrate and enhance the value of these outcomes, for example analysing the success rate for those who have moved to further education.

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 **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

NZIE has developed various programmes and activities that match well the needs of the learners and other stakeholders. The PTE has a range of approaches to understand the needs of stakeholders. For example, the organisation's advisory committee is active and the evaluation team saw evidence that feedback is responded to. Employer feedback was used extensively in the development of the Diploma in Applied Business, and the teaching staff work hard to ensure the programme remains current and relevant to the New Zealand workplace.

Feedback from learners collected via the course evaluations and exit interviews shows that NZIE is generally responsive and learners felt the programmes matched their needs well. However, learners interviewed said the course materials in the English and the Certificate in Business Administration and Computing programmes could be improved. Their suggestions included adding more New Zealand content to the English programme and updating the Business workbooks, and these warrant further investigation.

NZIE has experienced a dramatic shift in its student demographic following the establishment of the new Manukau campus. In 2010, 91 per cent of learners were of Asian descent, 3 per cent were Pasifika, and there were no Māori learners. In 2013, 20 per cent of learners enrolled were Māori and 22 per cent were Pasifika, mostly enrolled at the new campus. The organisation has implemented a number of strategies to match the needs of these new groups, including professional development for staff, the introduction of home visits, the Kickstart programme and cultural days.

Two relatively recent and exemplary initiatives, previously mentioned, are the Think Recruit and Kickstart strategies. Kickstart provides learners with an opportunity to experience some time on a course to see whether it matches their needs before committing financially. This trial also allows staff to better assess the capability of a student to successfully complete the programme and achieve the qualification.

Think Recruit provides learners with training focused directly on employment, one-to-one sessions to develop career goals, and ongoing support to find relevant work experience and employment while with NZIE. There are systems in place to evaluate the effectiveness of these programmes. For example, withdrawal rates have been monitored and show a sharp decrease since Kickstart was implemented.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Across a number of indicators, teaching at NZIE is generally strong. English and Business programme tutors and learners relate well to each other, and it is clear that tutors will go the extra mile to support learners' achievement. Tutors are supported to develop in their roles, and this was evident in the range of ongoing professional development opportunities offered (monthly full-day professional development sessions at the Takapuna site), as well as in the support for staff to complete teaching qualifications. Student surveys, achievement rates and observations are all used to understand teaching effectiveness. Survey data is viewed by programme management and any issues that arise are mostly responded to in a timely way.

Learning activities are generally well planned and engaging for learners, with a range of opportunities being provided to apply knowledge and skills. Examples include English students going out of the school to engage with the community in the local library or cafés, and the well-structured internship programme in the level 7 Applied Business diploma.

The ongoing problems with external moderation in the Business programmes reflect a systemic problem with assessment in these programmes. In an attempt to respond to this issue, professional development has focused on assessment and moderation. In addition, NZIE has been without an effective academic quality leader for some time, although the management team has developed a specific and considered plan, currently being implemented, to resolve this gap. However, in both the Business programmes that were reviewed, the evaluation team found examples of poorly written assessments, and in some the criteria for assessment were unclear. For the multiple group assessments, it is important to clarify for learners how individual contributions will be assessed. It is also evident that learners enrolled in the Business programmes would like more understanding of their progress and achievements throughout the programme.

Assessment in the English programmes appears strong. Internal moderation is occurring and students reported receiving useful and timely feedback on their progress. The organisation is currently developing a learning and teaching strategy and there are some early signs that external moderation results are improving.

NZIE has begun to embed literacy and numeracy into its level 3 and 4 programmes. Some tutors have completed the National Certificate in Adult Literacy and Numeracy (Vocational), and there is an opportunity to share good practice more widely.

1.5 How well are learners guided and supported?

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**.

There is a clear and strong focus at NZIE on supporting learners to stay engaged and to complete their programmes. The evaluation team heard from learners that they felt well supported by the organisation. Common themes were that the school had a family atmosphere with an open-door policy. Learners are positive about the support received. Exit interviews introduced in 2014 highlighted some issues around the information and advice given to students at the beginning of their course. The organisation has responded to this feedback and improved its processes. Support for international students is strong. A new student coordinator role has recently been created at the Takapuna campus to support international students, and initial feedback on this change is positive. English Language students are positive about the support they receive from their tutors and the feedback on their progress and achievements. The Code of Practice is systematically reviewed and good processes are in place to ensure homestay accommodation is suitable.

As noted above, the Think Recruit team effectively guides and supports learners to find work placements and internships. Learners and employers were very positive about the support they received from this team. The support continues with graduates, helping them to find employment or move to further study. The close connection between career guidance, support and these team members' participation in the teaching programmes and one-to-one sessions with learners reflects a strong focus on pathways by this provider.

The progress of individual learners, including their attendance and academic progress, is reviewed by tutors, academic team leaders (weekly) and management (monthly) on a regular and systematic basis. The student evaluation form had not been revised to reflect the fact that the marketing team was no longer involved in providing pastoral care to international learners; however, a range of mechanisms are being used to gather feedback.

1.6 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**.

NZIE has a strong vision and goals that are well understood across the organisation. The executive team provides clear strategic and management leadership to support educational achievement. Staff who were interviewed noted that management is open and supportive, and a recent staff survey showed a strong improvement in staff engagement since 2012. Regular combined staff meetings at the Takapuna campus have contributed to better communication and the monthly professional development opportunities. Performance appraisals occur systematically, with staff reporting their usefulness for setting goals.

Other indicators of effective leadership include the ongoing management of change, including: increasing domestic and international enrolments, new programmes being approved and implemented, and a new campus established. Course completion rates have steadily increased during this time of change. The '90-day goal' cycle appears to be an effective mechanism for bringing about and tracking change. Self-assessment at NZIE is ongoing and a range of worthwhile improvements have been made. Previously noted monitoring systems are strong, gathering a broad range of data for review. For example, the monthly key performance indicator reports provide management with an effective and timely mechanism to review attendance and achievement to actively support individual educational achievement. While monitoring processes are strong, there was less evidence of reviews that bring together a range of data, to gain deeper insight into programmes and initiatives. A positive initiative is the work underway to develop understanding across the organisation about the effectiveness of teaching. This could deepen understanding and build upon work already underway to improve the external moderation record.

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 Applied Business (Level 7)

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: National Certificate in Business Administration (Levels 3 and 4)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

2.4 Focus area: Moderation

The rating in this focus area for educational performance is **Adequate**.

The rating for capability in self-assessment for this focus area is **Good**.

2.5 Focus area: General English programmes

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

NZQA recommends that NZIE:

- Build its academic quality capability to strengthen assessment processes across the organisation.
- Continue to develop a framework for understanding what good teaching looks like at NZIE.
- Further strengthen self-assessment processes through developing cycles of review and reflection, where a range of qualitative and quantitative data is brought together to gain an in-depth understanding of the effectiveness of programmes and activities.

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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