



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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External Evaluation and Review Report

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

Date of report: 5 April 2019

About New Zealand Institute of Education 2007 Limited trading as New Zealand Institute of Education (NZIE)

NZIE delivers English language programmes, digital marketing and business programmes to domestic and international students. NZIE's stated teaching philosophy is: 'Mā te Mātauranga ka Mohi. Mā te Mohio ka Tutuki: With knowledge comes understanding. With understanding comes application'. NZIE delivers from two campuses in Auckland: Takapuna (main campus) and Manukau City.

Type of organisation:	Private training establishment (PTE)
Location:	62-64 Anzac Street, Takapuna, Auckland
Code of Practice signatory:	Yes
Number of students:	International: 316 full-time students Domestic: 68 full-time students
Number of staff:	27 full-time and 17 part-time
TEO profile:	See: New Zealand Institute of Education 2007 Limited
Last EER outcome:	At NZIE's previous external evaluation and review (EER) in 2014, NZQA was Confident in the PTE's educational performance and Confident in its capability in self-assessment.
Scope of evaluation:	Four focus areas were included in this evaluation: Postgraduate Diploma in Applied Business (Level 8); English language programmes; Diploma in Digital Marketing (Applied) (Level 7); International Students: Support and Wellbeing.
MoE number:	7850
NZQA reference:	C31647
Dates of EER visit:	16-18 October 2018

Summary of Results

NZIE has sound governance and management processes which are effective, ethical and support educational achievement. The English programmes are well managed and perform well. However, NZQA diploma monitoring in 2017 found concerns with higher-level programmes. More recent assessment sampling shows improvements. Academic quality assurance practices have been significantly improved and are now sufficiently embedded for NZQA to express confidence in NZIE.

Confident in educational performance

Course and qualification achievement rates are high year-on-year. However, issues identified by NZQA undermined the credibility of pass rates in NZIE's business programmes. External moderation agreement rates improved markedly in 2018. Academic quality overall has been strengthened.

The English language programmes are well managed. English teaching is effective and consistently meets the needs of students.

Confident in capability in self-assessment

Pastoral care of students is suitably resourced, but some areas of student and staff knowledge about Code of Practice¹ matters need strengthening.

There are many positive aspects of the student experience at NZIE, but students have also experienced an inconsistent quality of teaching. Academic quality has been weak, but efforts to improve it are occurring and there is evidence that improvements have occurred.

Monitoring and administration of the business internships is a positive feature of NZIE. There are strong and mutually beneficial working relationships with a diverse range of industry stakeholders.

NZIE management has responded with urgency, resources, and in a well-considered way to the situation. Management of compliance has improved markedly and is sound overall.

¹ Education (Pastoral Care of International Students) Code of Practice, 2016

Key evaluation question findings²

1.1 How well do students achieve?	
Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Course and qualification achievement rates are consistently high (see Appendix 1). All programmes delivered contain useful skills and knowledge and contribute to students' learning goals and personal development. Issues identified by NZQA in samples of marked work undermine the credibility of the credits (and therefore qualifications) awarded to many students in the business programmes. These issues have had a significant, negative impact on student achievement.</p> <p>English language students (almost all international) achieve well (see Appendix 1). More than 90 per cent of the students enrolled in programmes of 12 weeks or longer are progressing at least one English proficiency level.³</p> <p>The New Zealand Certificate in English Language (NZCEL) (mostly domestic students) achieved 'satisfactory' results at NZQA consistency reviews, and external moderation. NZIE says the decline in achievement reflects more rigorous assessment as teachers have become accustomed to delivering these qualifications.</p> <p>NZIE no longer delivers the hospitality programmes in South Auckland, which had high Māori and Pasifika enrolments. Achievement in these now 'retired' programmes was marginal. Māori and Pasifika retention and completion in the digital marketing programme is also less than NZIE's goal of parity of achievement for all groups.</p>
Conclusion:	<p>Educational performance has been variable. English language students and digital marketing students achieve well, with NZQA moderation results validating achievement.</p> <p>Postgraduate Diploma in Applied Business student achievement, and related self-assessment, has improved.</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ As benchmarked against the Common European Framework of Reference.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students, graduates and employers derive value from the programmes. Outcomes into employment are high. There is general evidence of students gaining relevant knowledge and skills to prepare them for the workplace, but there is limited evidence of which skills and how they are applied and how that links to teaching and learning.</p> <p>Across NZIE, more specific detail on the range and extent of outcomes should be analysed and used in more meaningful ways. Presently much of this is accurate tallying, with some success stories used for marketing.⁴</p> <p>Reference groups, in particular the advisory boards with business and university membership, are useful in assisting NZIE to teach relevant content. The applied business internships and associated student research projects provide ongoing value for stakeholders. Research has been refocused at NZIE, but it is too early to judge the value of the outputs.</p> <p>Students who complete an English programme and progress to a higher level are retained in study, complete their qualification and find employment. This is tracked very well.</p> <p>The digital marketing diploma responds to industry demand in a growing market, and graduate outcomes into employment are positive, with a few outstanding successes.</p> <p>There have been faults in the assessment of learning in the level 8 business programme. This has now been corrected.</p>
Conclusion:	Students, graduates and employers gain value from NZIE activities. Follow-up of graduates is consistent and provides useful data. More could be done to understand which skills and attributes graduates demonstrate in the workplace, how they are applied, and how that links back to teaching and learning.

⁴ NZIE has a LinkedIn Alumni page, and the student services team implements three-month out and one-year out data collection to measure labour market outcomes.

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:	Good
Findings and supporting evidence:	<p>Programme design and delivery, including learning and assessment activities, has been subject to in-depth, costly interventions and modifications largely to better meet the expectations of NZQA, but also in response to student feedback. NZQA identified problems with some of the accepted academic practices at NZIE. The English programmes, and to a lesser extent the new digital marketing programme, demonstrate a better match between programme design and delivery and effective self-assessment than the business programmes.</p> <p>Management and teachers are working to strengthen weak areas: assessment tasks and related policy and guidance have been rewritten and pre/post-moderation and sampling of marking has been increased. Anti-plagiarism software is in use by students, and assessment authenticity is monitored well.</p> <p>The student voice is heard through regular surveys and informal meetings. NZIE does run regular student representative meetings but acknowledges the effectiveness does need to be reviewed; the evaluators identified some limitations in its effectiveness. Industry input into programmes occurs through occasional advisory meetings or visits, guest speakers and through the very effective internship mechanism.</p> <p>Self-assessment and management/teacher responses to monitors' reports and feedback from moderation partners is leading to improvements. There have been numerous staff changes among the teaching and academic quality assurance teams in the past year. Induction, staff training and general oversight of staff have been strengthened. The direction is positive, but more time is needed to show that improvements are embedded.</p>
Conclusion:	Management of academic quality, such as weak assessment in some business programmes, reflects deficiencies in programme oversight and self-assessment. Programme design and delivery needs to sustain the recent improvements.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>NZIE has strengthened its student orientation and induction processes and provides a six-week, compulsory academic module. It covers academic writing and research and APA referencing. There has been a strong commitment to addressing the inadequacies in assessment, and moderation reports provide evidence that assessment is now at the correct level across all programmes.</p> <p>Career support and employment preparation workshops are offered to all students. Some students make use of the free English language sessions. The internship in the applied business programme is now better integrated with the students' learning journey and their needs. Monitoring and review around this is particularly robust and has led to changes and improvements.</p> <p>Students are also further involved with their learning by, for example: subscriptions to online academic resources; use of Google Classrooms to structure learning; 'hand-back' sessions when tasks are marked. There are some sound academic practices which are fully embedded.</p> <p>A pōwhiri is held for all new students and staff. This is led by NZIE's cultural advisors, who also deliver cultural workshops to staff. Staff and students have the opportunity for genuine engagement with Māori language and culture, and this is well embedded into the life of the PTE.</p> <p>Although domestic students have a meeting with a course advisor who provides relevant information, two of the international students interviewed had received incorrect course information through agents. More work is required by NZIE in the area of pre-enrolment. (See also Focus Area 2.4: International Student Support and Wellbeing.)</p>
Conclusion:	Deficiencies in programme delivery and academic oversight overshadow the many very positive aspects of the student experience at NZIE. Performance has been too variable under this KEQ to warrant higher ratings.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>A large proportion of student enrolments since the previous EER have been in business programmes. These programmes have not consistently met NZQA requirements, but actions taken by NZIE in conjunction with NZQA have remedied this.</p> <p>The NZQA monitoring report (March 2018) for the Postgraduate Diploma in Applied Business states: ‘There are several significant issues and concerns relating to this programme. Without urgent and aggressive action by NZIE these represent a major risk to the organisation’. Academic weaknesses in the business programme at levels 5 led to (voluntary) closure. Monitoring of the Diploma in Digital Marketing (Applied) in May 2017, although finding numerous aspects of the programme to be sound, also identified some issues around assessment validity.⁵</p> <p>Management has responded by hiring new staff, not using certain contract moderators, strengthening internal quality assurance of assessment, and implementing oversight of teacher marking. The PTE engaged with two ITPs and a university as external moderators.</p> <p>Quantifiable improvements were noted during the EER: NZQA removed the conditions on accreditation for the Diploma in Applied Business (Level 7), while the majority (91 per cent) of assessor decisions for selected learner samples from the Diploma in Digital Marketing (Applied) were verified as correct by NZQA.</p>
Conclusion:	<p>Numerous aspects of governance and management are effective, ethical and support educational achievement. The English programmes are performing well. Students confirm improvements in delivery of the digital marketing programme. Recent assessment sampling shows considerable improvement in business course assessments.</p>

⁵ More recent external moderation by NZQA shows that assessment is now convincing and at the required level of the programme.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The NZIE managing director benefits from detailed planning, sector knowledge and close connections with a related PTE. This helped facilitate the transfer of Tertiary Education Commission (TEC)-funded delivery out of NZIE, as well as closure of a site and subsequent reductions in overhead from a programme area with marginal educational performance. A TEC audit in 2017 found NZIE largely compliant, with one follow-up area. The NZCEL programmes that NZIE developed have attracted TEC funding. Compliance with TEC requirements is positive.</p> <p>The student visa approval rate at October 2018 was 96 per cent (of 450 off-shore applications). This represents good performance in meeting Immigration New Zealand and NZQA requirements. English language placement test records also indicate that a proportion of programme applicants (both on and offshore) are being declined entry because they do not have sufficient English. Critical attention is being made to the principle of 'right student/right programme', which has positive implications for downstream academic performance in the diploma programmes.</p> <p>Attendance monitoring for all international students and attention to how students are using non-contact learning hours is well managed. Records of how these activities are monitored is accessible. Other effective examples include an occupational health and safety compliance audit and the recent implementation of police checks on all staff. This came as a risk management initiative relating to having students under 18 years of age.</p> <p>Lack of conformity with NZQA approval and accreditation requirements in some business programmes has been an area of weakness. NZIE has acted in a cooperative and transparent manner to rectify this situation; detailed action plans related to this are being implemented and monitored by the managing director and other senior staff.</p>
Conclusion:	Management of compliance has improved and is sound overall.

Focus Areas

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

2.1 Focus area: Postgraduate Diploma in Applied Business (Level 8)

Performance:	Marginal
Self-assessment:	Good
Findings and supporting evidence:	<p>A rating of 'Marginal' for educational performance was assigned to this focus area under KEQ 1 for student achievement. As reported under KEQ 5, the NZQA diploma monitoring report (March 2018) indicated 'several significant issues and concerns'. Essentially, the pass rates from this programme have had low credibility with NZQA.</p> <p>NZIE has responded constructively to the monitor's findings.⁶ Improvements include: much more thorough, compulsory academic orientation at programme start; more direct instruction on research methods and academic writing; enhanced plagiarism control; the alignment of the internship and research papers at the conclusion of the programme (this and other NZQA-approved changes); reduction of the number of students for research supervision by each teacher; the appointment of a research leader and development of associated strategy. Moderation of assessment with external partners and by NZQA shows clear improvements.</p> <p>Continued industry support exists for the internship component, and the solid outcomes into 'congruent' employment seem credible, although analysis and reporting of data needs to be more detailed.</p>
Conclusion:	Management of academic quality, such as weak assessment practices, reflects deficiencies in programme oversight and self-assessment. Although improvements are most certainly occurring, these gaps have affected many students. Minimum expectations and requirements are being met, but self-assessment has been inconsistent and too reliant on external

⁶ Not all teaching staff were familiar with the monitor's report, but should be.

	scrutiny to identify gaps. This is changing, but the socialisation and across-staff understanding, and consistent use and understanding of expected academic quality practices, still need to mature.
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2.2 Focus area: English language programmes

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students and teachers are provided with suitable choices in the range of training schemes or formal qualifications on offer. Teacher qualifications, appraisal and ongoing professional development are also suitable for the programmes on offer.</p> <p>Placement and ongoing monitoring of each student’s progress is timely, useful, documented and well understood by all teachers. Attrition has been a problem, with 47 withdrawals over the past four years.⁷ Point-of-entry counselling and systems for identifying students at risk are improving, with higher retention in 2018.</p> <p>NZCEL pass rates, although trending down slightly year-on-year, are strong.⁸ Self-assessment is thorough and insightful, although more aggregated evidence of learner achievement and outcomes across the different language skills, and how this links to programme design and/or teaching, would be useful.</p>
Conclusion:	The English language department is well led, stable in terms of staffing and operates soundly. It makes a valuable contribution to the academic and social life of NZIE. Self-assessment is well embedded and leads to improvements which benefit students and teachers.

⁷ NZIE notes that a small percentage of students secured employment after enrolling in the programme. In addition, some withdrawals have been a result of changes to the NZCEL programmes that were aimed at increasing educational performance in the long term. Retention is tracking at 92 per cent overall.

⁸ New Zealand Certificate in English Language course completions level 3 (and 4): 2015, 95 per cent (98 per cent); 2016, 94 per cent (84 per cent); 2017, 87 per cent (92 per cent); 2018 Term 1, 88 per cent (86 per cent).

2.3 Focus area: Diploma in Digital Marketing (Applied) (Level 7)

Performance:	Marginal
Self-assessment:	Good
Findings and supporting evidence:	<p>This diploma was approved by NZQA in December 2016 and the first cohort of students commenced in Term 1 2017. A total of 102 students (domestic and international) were enrolled on this programme at the time of the EER. Progress towards meeting the 13 recommendations arising from the first NZQA diploma monitor’s report (May 2017)⁹ has occurred. Recent monitoring by NZQA included a moderation sample across all papers, and this indicated that assessment is now meeting expectations. Of the 32 samples of learner work moderated, only three were deemed by moderators to not meet the course learning outcomes.</p> <p>Course and qualification completion rates are strong. However, feedback from students to NZQA indicates considerable variability in the quality of the teaching and their experience as students in a preceding term. Recent improvements were described, as was some dissatisfaction with the curriculum and how well it was matching student expectations.</p> <p>Initially, part-time teachers working in the related industry were employed. All teachers are now full-time with NZIE and have relevant industry experience. There have been changes in programme leadership. Student surveys indicate general satisfaction with these changes.</p> <p>Recent efforts to embed sound teaching practice and achieve the applied nature of the programme are credible, but evidence that the changes are deeply embedded and leading to sustainable improvements is limited. Many of these changes were brought about by external monitoring as opposed to self-assessment. A robust series of improvements is now being implemented, with regular monitoring of progress and achievement in place.</p>
Conclusion:	The diploma is a unique programme in both design and content. It responds to industry demand, and graduate outcomes into employment are therefore positive. The revised academic leadership, teaching team and delivery of the curriculum are essentially still in formation, and the changes need time to be

⁹ Recommendations covered: teaching quality, grading, resubmissions, assessment, and plagiarism control. A total of 45 pieces of student work were moderated. Of these, there was a change in marks for seven. The moderator considers that two pieces of student work marked as a pass should have been marked as a fail.

	fully embedded.
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2.4 Focus area: International Students: Support and Wellbeing

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Suitable personnel, resources and processes are in place at NZIE to support international students and comply with the Code of Practice. Some academic quality concerns around assessment impacted students in the business programmes. Many students were inconvenienced by, for example, marking delays and the restructuring of teaching responsibilities. These have caused significant stress for business students, according to current students and industry internship hosts. NZIE has sought to mitigate these impacts. For example, NZIE worked co-operatively with NZQA to place its level 5 business students at a new provider and covered all costs associated with their transfer.</p> <p>Teaching staff familiarity with the Code of Practice and how it affects their work is variable. Student services staff are much clearer about this and were more involved in the most recent self-review than previously. The next review should involve more teachers.</p> <p>Information on the Code is presented on noticeboards and in the prospectus and handbook, but is not well socialised across NZIE. Although the designation of responsibility for agent selection, visa and insurance monitoring is clear, and the quality assurance manager reportedly has overall responsibility for the Code, other key staff also have significant roles. This is not unreasonable, but there was confusion among some staff and numerous students about this. For example, in interviews students were unsure about the 24/7 contact person. Similarly, students did not readily identify their main support person in the student services team.</p> <p>Homestay responsibilities are clearly designated within the student services team. Protocols around the welfare of young students are in place.</p>
Conclusion:	<p>Students feel safe and generally well supported at NZIE. Student services staff are capable and readily available to assist students from all nationalities and cultures. There are areas of</p>

	<p>information-sharing and consistency of practice internally which need improvement. NZQA's serious concerns about academic quality in the largest programmes (which enrol mainly international students) have been unfavourable for many students studying at NZIE, and this affects the ratings for this focus area.</p>
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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 New Zealand Institute of Education 2007 Limited trading as New Zealand Institute of Education:

- Clarify overall responsibility and coordination of the Code of Practice (compliance, outcomes and review) so that this is well understood by all staff and by all international students.
- Continue with strengthening all components of the academic quality function across NZIE. As part of that, ensure that all staff involved with programmes are presented with the findings of NZQA monitoring reports and other related feedback.
- Strengthen processes for timely collection and analysis of data (including student feedback) to monitor programme delivery to ensure it is at the standard required.
- Ensure that all teachers are involved with discussing and responding to NZQA monitoring reports.

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.

There are no requirements arising from this review.

Appendix 1

Table 1. NZIE EFTS-weighted course completion rates (and cohort-based qualification completion rates)

	2015	2016	2017
Level 1-3	91% (91%)	93% (79%)	87% (78%)
Level 4-7 ¹⁰	82% (78%)	78% (84%)	86% (85%)
Overall domestic	87%	86%	86%
Overall international	95%	97%	98%
Overall all NZIE students	92%	93%	94%

Table 2. New Zealand Certificate in English Language (Level 3) summary performance

	2015	2016	2017	2018 Term 1
Course completion	95%	94%	87%	88%
Qualification completion	92%	88%	82%	83%
Withdrawals	3	6	15	4

Table 3. New Zealand Certificate in English Language (Level 4) summary performance

	2015	2016	2017	2018 Term 1
Course completion	98%	84%	92%	86%
Qualification completion	98%	81%	88%	80%
Withdrawals	1	11	7	0

Data source: as supplied by NZIE, and includes data from the TEC and NZIE's student management system.

¹⁰ The integrity of these figures is open to doubt because of the poor assessment and moderation practices in business programmes as reported by NZQA diploma monitors. External moderation indicates significant improvements during 2018.

Appendix 2

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.*

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 fraud¹¹*
- *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.*

¹¹ NZQA and the 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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. The requirements are set through the Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 require registered private training establishments to undertake self-assessment and participate in external evaluation and review 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/ga-rules/external-evaluation-rules-2016/1/>, 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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