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External Evaluation and Review Report

New Zealand Institute of Education
(NZIE) 2007 Limited

Date of report: 16 January 2023

About New Zealand Institute of Education 2007 Limited

NZIE is an Auckland-based PTE offering programmes and training schemes in digital marketing subjects using online teaching. Programmes are delivered flexibly, with tuition mostly occurring in the evening to best suit learner needs.

Type of organisation:	Private training establishment (PTE)
Location:	28 Hurstmere Road, Takapuna, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: 366 (117 equivalent full-time students) Māori 45, Pasifika 17; under 25 years 56; 80 per cent of the students enrolled are female International: nil
Number of staff:	19 full-time and 14 part-time equivalents
TEO profile:	New Zealand Institute of Education 2007 Limited
Last EER outcome:	At the last EER in April 2019, NZQA was Confident in both the PTE's educational performance and capability in self-assessment.
Scope of evaluation:	This evaluation focused on the Diploma in Digital Marketing (Applied) (Level 7) (ID 118532) 120 credits; one year full-time or two years part-time study; referred to in this report as the DDM.
MoE number:	7850
NZQA reference:	C50610
Dates of EER visit:	6-10 October 2022 – virtual visit

Summary of results

NZIE has a clear focus on student success and is delivering courses that provide skills in high demand by industry. Students are consulted for their views on programme and other changes. Issues arise from time to time, but the PTE's commitment to both high satisfaction and high success rates on the rigorous and demanding DDM programme is evident. NZIE has strengths in academic management, research into the industry to maintain currency of course content, and using data for self-assessment.

Highly Confident in educational performance

- Student achievement is good overall, but with some student withdrawal during the pandemic. This has led to further refinement of policy and practice for student support which has improved achievement.
- Interaction with industry stakeholders is ongoing and well documented. This supports both the high graduate outcomes into relevant employment and programme improvements.

Highly Confident in capability in self-assessment

- Staff are appropriately qualified and involved in relevant professional development. Teachers have a thorough understanding of sector needs and what is required of learners to produce relevant outcomes in digital marketing. Students recognise and value this.
- Students are well supported within the context of the online programme delivery. Support provided by a dedicated team helps keep learners engaged in their learning and maintains learner wellbeing and safety.
- NZIE leadership is well informed and decisive. There have been numerous well-considered changes in strategy, programme offerings and course delivery since the last EER. These have been effectively managed.
- Attention to managing and meeting the expectations of students, and the requirements of the Tertiary Education Commission (TEC) and NZQA have clearly been well prioritised. Compliance management is also highly effective.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>For all NZIE programmes, course completions were: 2019, 83 per cent; 2020, 86 per cent; 2021, 79 per cent; 2022, 80 per cent.² Course completions for the DDM were: 2019, 78 per cent; 2020, 87 per cent; 2021, 82 per cent; 2022, 80 per cent. Compared with the level 4-7 sector average, which NZIE uses as a benchmark, these are strong results, and close to the PTE's 85 per cent course completion target.</p> <p>Priority group learners make up a relatively small proportion of enrolments, with 45 Māori and 17 Pasifika enrolments in 2022. Māori student course completion has increased from 48 per cent in 2019 to 92 per cent in 2020, and to 100 per cent in 2021. These gains have been attributed to refinements in student support and guidance. There has been some variability in Pasifika student retention and success. Currently, NZIE has little overall information on achievement by students with a disability.</p> <p>Student disengagement – leading to deferral of study or withdrawal from the programme – has been a concern, particularly during the 2021 pandemic lockdown. NZIE has addressed this and has implemented a well-monitored Ākonga Success Strategy. This, for example, identifies students aged under 25 as 'a priority group' as their results were below the sector average in 2021.</p> <p>Programme content is well refined and aligns well with industry needs. Students, graduates and stakeholders all attested to programme relevance. NZIE has an ongoing, structured relationship with an external moderation partner. In addition to the internal post-assessment moderation cycle reported to the</p>

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

² NZIE's student numbers have halved since 2019, limiting comparability of data, and course completions reported here are as at the time of this EER (see also Appendix 1).

	NZIE academic board, this provides assurance that underpins the assessment quality, validity and award of qualifications.
Conclusion:	Achievement by all student groups is strong or improving. In-depth analysis of causes, and a more focussed orientation and induction process (as well as allowing deferment of study where necessary) has greatly reduced student attrition.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students graduating from NZIE with the DDM gain a qualification with the learning content and assessed work clearly aligned to the practical nature of this work in industry. NZIE gathers up-to-date information through interaction with industry stakeholders and graduates. This is structured and well documented, and in relevant cases contributes to programme change and updates. For example, a recent NZIE stakeholder research project interviewed 68 leaders from 62 industry organisations³ to assess the relevance of their qualification.</p> <p>NZIE staff make direct contact with most graduates and report their outcomes, as well as other industry feedback, to their academic board. In 2021, all 30 graduates were contacted and all were employed within three months of graduating. Of those, 93 per cent were employed in the digital marketing industry. Positions secured include digital communications coordinator, social media account manager and senior account manager.</p> <p>In 2022, 22 graduates were contacted. Of these, 95 per cent were employed, with 91 per cent of those employed in a digital marketing-related position. Tracking of graduate outcomes helps inform the NZIE leadership of trends to note and to maintain alignment with what is required in the evolving digital economy.</p> <p>Employers contacted by NZQA indicated that NZIE graduates have the necessary capability and skills and knowledge to contribute immediately within the workplace. They said there is a high demand for skilled staff in these areas, and that historically many roles have been filled by migrants recruited off-shore.</p>

³ 31 were digital marketing agencies

	NZIE also offers two micro-credentials ⁴ which add value to their portfolio and meet a need for in-demand skills.
Conclusion:	Graduates are securing relevant roles and applying the skills they learned on the programme directly to their work. Some graduates work as employees, while others are self-employed. Data gathering, analysis and review are strengths at NZIE.

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

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The DDM is a niche programme unique to NZIE. It is well structured, with evening classes which appear to be working well for both full-time and part-time students.⁵ The PTE delivers a broad range of industry-related theoretical knowledge and skills, and includes practical, applied assessment tasks.</p> <p>Teachers are appropriately qualified in their field of expertise. They are involved in relevant professional development, formally as well as within relevant NZIE staff-only days. Staff are well supported by programme leadership and other senior management. The teachers have experience in industry and so have a good understanding of sector needs and what is required of learners to produce relevant outcomes for work. Students recognise and value this. Teaching is increasingly shaped by a culturally responsive approach, which also aligns well with the Code of Practice.⁶ Guest speakers and part-time subject matter experts are also used to ensure currency of content.</p> <p>Staff and student evaluations give feedback which is collated and analysed to identify improvements or changes needed. Peer</p>

⁴ Certificate in Social Media Marketing Strategy, and Certificate in Search Engine Optimisation (67 enrolments and approximately four equivalent full-time students in 2021).

⁵ Analysis of student withdrawals by NZIE in July 2022 found that '14 percent of withdrawals were for reasons of engagement or dissatisfaction in the programme. The remainder withdrew due to extenuating circumstances (wellbeing, work commitments and the like)'.

⁶ 'NZIE's stated teaching and learning philosophy is encapsulated as Ma te Mātauranga ka Mōhio. Ma te Mōhio ka Tūtuki (With knowledge comes understanding, with understanding comes application) and is aimed at meeting the cultural, social, environmental and economic aspirations of Māori and Pasifika students, whilst being inclusive of all students, through Te Tiriti o Waitangi (Treaty of Waitangi).' (Source: NZIE)

	<p>reviewers may observe online classes on occasion. Two formal tutor observations occur each year to ensure consistency of practice and evidence for performance review. There are regular formal meetings to reflect, to consider student progress and to plan ahead. There are some effective ongoing checks on programme relevance and currency as well as surveys to hear and respond to students' views.</p> <p>Internal and external moderation is a strength of the programme. There is a system in place to support good assessment practice and discuss assessment decisions. This involves all teachers. Internal post-moderation is completed before marked work is handed back to students to ensure consistency in marking and grading.</p> <p>There have been delays in marking students' work in a few courses. This potentially interrupts the planned teaching and learning process. Although this is being addressed, it is too early to say that that is no longer an issue.</p> <p>NZQA reviewed marking for the DDM in November 2018. The programme was found to meet the programme approval and accreditation rules. A programme change was approved by NZQA in 2022 following a robust NZIE process to consider a change to the entry criteria. NZIE self-assessment is strong, ongoing and well documented.</p>
<p>Conclusion:</p>	<p>Six years after its launch, the DDM programme content is now well refined. Teaching and course administration has improved significantly since the last EER. Frequent and ongoing interaction with industry ensures the courses within the programme remain current and relevant. Students – who mostly have previous tertiary education – have high expectations of the programme and have ample opportunity to voice their opinions or raise concerns. Graduates and industry stakeholders also attested to the relevance of the programme and the currency of the content.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are well supported in their online study, which includes face-to-face on-line teaching, tutorials (also available as recorded), and self-directed or group activities. Systems of learning support include mentors and one-on-one sessions with a teacher. Teachers and the client success team work collaboratively to keep learners supported and engaged in their learning. Regular, scheduled meetings share information appropriately on student progress, absences and wellbeing support. Progress is well monitored, and support is offered promptly where needed.</p> <p>The evaluators heard from students about effective pre-course counselling and advice and helpful orientation sessions. An 'onboarding meeting' is also held with each student within two weeks of starting, to check that students are settling into study well and to resolve any issues that may be present. A 'study from home' checklist provides information about the required IT set-up, the study workload and other essential course details. There are processes in place to maintain learner wellbeing and a safe online learning environment. Individual learning support plans are developed as required.</p> <p>NZIE's approach to student wellbeing has been developed over time based on experience and learnings from their move to fully online delivery, and is also informed by the Code of Practice. There are suitable policies and procedures to support student retention and success. For example, withdrawals are decreasing after the introduction of the 'on-boarding' activity. Student support is also informed by the Te Whare Tapa Whā model of wellbeing. Professional development in this has been delivered at Te Taua Moana o Aotearoa marae by the NZIE Kaitohutou staff. This is adding value and knowledge to both students and staff.</p> <p>A deferment policy was reformulated during the lockdown period. This enables a student to defer their study for up to 10 weeks without penalty to manage life challenges. Withdrawal rates have dropped since the restructured client success team, the success strategy and the deferment policy were</p>

	<p>implemented (see data in Appendix 2). The client success team reports formally to the academic board on at-risk students and the implementation of the student success policy. Meeting minutes show in-depth monitoring/analysis and action around learner progress.</p> <p>Staff have discussed the Code of Practice, and academic staff completed a professional development day on the Code where the areas requiring work were outlined and actions developed. Students are also advised about the Code. A student handbook is provided in the virtual 'student learning hub', which is the central point for disseminating information around courses, support, etc.</p> <p>There is regular and effective communication between staff and students. Feedback is formally sought using an early-experience, mid and end-of-term survey tool.</p>
Conclusion:	<p>There has been ongoing investment into staffing student support roles, and the self-assessment in this area is strong. Learner voice is captured in survey feedback and also by student representative meetings; the results are aggregated and used to look for trends and to make improvements.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZIE leadership has been agile and effective in managing the shifts in strategy and programme offerings and delivery needed since the last EER. NZIE has transitioned from being an on-campus educational provider for mainly international students. It is now teaching domestic students, face to face in an online format. Managing the needs and expectations of students and strongly resourcing student support has been well maintained.</p> <p>There is a capable management team which is educationally and strategically focussed, and interacts with the relevant industries. Teaching staff are encouraged to be current with industry. NZIE has invested in choosing and implementing various IT upgrades since the last EER. These support the quality of the student learning as well as operational systems. Staff professional</p>

	<p>development is also well resourced and includes group collaboration as well as opportunities for self-assessment.</p> <p>The evaluators found a supportive working environment with positive team dynamics. Staff could speak clearly and compellingly about their work and the impacts of their actions, and the rationale behind it, with explicit links to strategy/policy/practice guidelines. The PTE has an inclusive environment, where the leadership show trust in staff, are comfortable with their capability, and are facilitative. Staff are valued and supported to perform well.</p> <p>NZIE has also developed capability in understanding Te Ao Māori, tikanga and correct use of te Reo. This was starting at the last EER and has matured considerably. Strategy, for example around ākongā success, is disseminated to all staff and widely discussed to ensure clarity and ownership.</p> <p>Minutes and internal reports from the academic board (and results sub-committee) and the client success team show thorough and close attention to detail, strategy, patterns, challenges or weak areas. The evaluators saw examples of ongoing, evidence-informed self-assessment in key areas. There is also good evidence of ongoing policy development, review and usage. Those policies sampled were clear and well crafted to reflect the changes occurring at the PTE.</p> <p>Since the last EER, NZIE has successfully managed significant, historical non-compliances and performance issues in a few programmes, to improve them, support the students who were mostly international, and then conclude delivery in those areas.</p>
<p>Conclusion:</p>	<p>NZIE leadership is well informed and decisive. There have been numerous well-managed changes in strategy, programme offerings and course delivery. Self-assessment is comprehensive, and strength claims are supported by evidence. Understanding and use of achievement data is sound.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Attention to TEC funding and NZQA quality assurance requirements have been well managed. This has involved a number of quality assurance activities: internal audits of programme delivery to ensure that the programme is delivering the required hours of learning; student file checks; random assessment checks, in addition to the annual moderation plan; a thorough Code gap analysis and action plan; ensuring the health and safety representative received formal training for their role. Credit reporting and assessment version control are also well managed.</p> <p>Compliance management is well facilitated by senior management monitoring and by use of a shared calendar. Timeframes for key documents to be lodged are routinely met, and are of an appropriate standard.</p> <p>NZIE lodged two successful programme change applications to NZQA in 2020 and 2022. These followed on from the PTE's academic board approval process.</p> <p>A consistency review of the English language programmes found them 'sufficient'. External moderation of the English for academic purposes programme also had a satisfactory outcome.⁷ NZQA monitored the Postgraduate Diploma in Applied Business in 2019, 2020 and 2021, prior to voluntary programme closure by NZIE. The monitor found that the programme was being delivered in line with approval and accreditation requirements. This was a notable improvement.</p> <p>The TEC audit of December 2021 found only minor gaps relating to a few student enrolments.</p>
Conclusion:	NZIE has prioritised the management of the interrelated requirements and expectations of the funder and NZQA since the last EER. NZQA programme approval and accreditation rules have been consistently met. TEC funding requirements have also been met.

⁷ These approved programmes were not being offered at the time of the EER visit.

Focus areas

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

2.1 Focus area: Diploma in Digital Marketing (Applied) (Level 7) (ID 118532)

Performance:	Excellent
Self-assessment:	Excellent

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 NZIE enhance achievement monitoring and self-assessment by gathering and analysing data for learners with a disability, and also by disaggregating non-Māori and non-Pasifika learner data for clearer comparison with other learner groups.

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 the external evaluation and review.

Appendix 1

Table 1. NZIE enrolments and completions Diploma in Digital Marketing (Applied) (Level 7)

	All	Māori	Pasifika	Under 25
2022*				
Students enrolled	240	33	12	45
NZIE projected course completion	80%*	63%	67%	75%
2021				
Students enrolled	178	18	10	39
NZIE course completions	82%	100%	0	77%
TEC sector average	76%	69%	68%	82%
2020				
Students enrolled	49	5	2	14
NZIE course completions	87%	78%	100%	87%
TEC sector average	76%	68%	70%	78%
2019				
Students enrolled	57	8	5	9
NZIE course completions	78%	48%	100%	82%
TEC sector average	77%	71%	69%	77%

*Provisional statistics October 2022

Source: NZIE (level 4-7 non-degree sector average course completions – TEC Ngā Kete)

Table 2. NZIE student withdrawals and deferrals 2020-22

2022*		Withdrawn	Deferred
Of the total enrolled		5%	7%
2021		Withdrawn	Deferrals
Of the total enrolled		23%	26%
2020		Withdrawn	Deferrals
Of the total enrolled		27%	4%

*Provisional statistics October 2022 (Source: NZIE)

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 fraud⁸*
- *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.*

Regulatory basis for external evaluation and review

⁸ 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.

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, 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 TITOs 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 2021. 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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