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# External Evaluation and Review Report

Cook Islands Tertiary Training  
Institute

Date of report: 15 August 2022

Ki te au Tupuna 'ō teia 'enua, tē 'aka'ārāvei atu nei mātou kia kōtou

Ki te Atua, tē 'akapa'apa'a nei mātou kiā koe

Kia rātou tei no'o ana 'i rotopū 'ia mātou, 'ē tei 'inangaro'ia 'ē mātou tei takakē atu,  
tē 'akangāteitei atu nei mātou 'ia kōtou

Ki te Māraurau 'ō te Pae 'Āpi'i (MOE), te au 'Aka'āere 'ō te CITTI, te aronga  
'anga'anga 'ō te CITTI, te au aronga tāmou 'āpi'i 'ā te CITTI, 'ē te matakeinanga tei  
koropini 'ē tē tauturu nei 'ia rātou - tē 'aka'ārāvei ma te 'akameitaki atu nei mātou  
'ia rātou nō te ngākau mā'ora'ora 'ē te kite mai 'ia mātou, te tākinga-meitaki 'ē te  
aro'a nā roro 'i te tuātau tei 'ōronga'ia mai kia mātou.

Kia vai 'ua mai rāi te aro'a 'ē te 'akameitaki'anga a te Atua kia kōtou kōtoatoa.

# About Cook Islands Tertiary Training Institute

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*The Cook Islands Tertiary Training Institute (CITTI) is a government training establishment of the Cook Islands Ministry of Education. CITTI has been tasked to provide vocational education to school and adult students that is relevant and effectively meets the learning and cultural needs of the Cook Islands nation.*

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Type of organisation:	Private training establishment (PTE)
Location:	Aorangi Campus, Arorangi, Rarotonga, Cook Islands
Code of Practice signatory:	No
Number of students:	Domestic:  Semester 1, 2022: 364 students on tertiary accredited courses, 180 students in continuing education courses.  2021: 824 students on tertiary accredited courses; male: 46 per cent, female: 54 per cent. 267 students in continuing education courses, 84 students in Dual Pathway programmes.
Number of staff:	16 full-time, 18 part-time
TEO profile:	<a href="#">Cook Islands Tertiary Training Institute</a> provider page on the NZQA website  The Cook Islands Tertiary Training Institute provides a broad variety of training to the Cook Islands people. The institute delivers training in: <ul style="list-style-type: none"><li>• Level 1-5 qualifications in business, hospitality or trades through partnerships with New Zealand-based tertiary education organisations (TEOs)</li><li>• Bespoke courses to businesses, schools and organisations that want specific skills and knowledge from a short-duration programme. Some skills will come from those unit standards CITTI has consent to assess,</li></ul>

others from knowledge held within the community (such as Te Reo Māori Kuki Airani)

- Community or continuing education through short-duration, evening courses delivering skills and knowledge that is wanted by the people. This could include sewing, fixing a weed eater, or how to make a kitchen tool.

These programme options are provided using different delivery modes on campus or at Pa Enea<sup>1</sup> sites.

Last EER outcome:	The 2015 external evaluation and review found Cook Islands Tertiary Training Institute to be Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	Pa Enea and Te Uki Tumanava provision; Business Partnership programmes provision; the Faculty of Trades; New Zealand Business qualifications including New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3) [Ref: 2435], New Zealand Certificate in Business (First Line Management) (Level 4) [Ref: 2456], New Zealand Diploma in Business (Level 5) [Ref: 2459]
MoE number:	8018
NZQA reference:	C45317
Dates of EER visit:	2-6 May 2022

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<sup>1</sup> Pa Enea offers qualification or community programmes in the outer islands to enable students to remain on their home islands while gaining skills and knowledge that are culturally relevant and directly able to assist the continued health of their communities.

# Summary of results

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*CITTI's regular interactions with students, stakeholders and governance informs the provision of programmes that provide contextual and cultural skills and knowledge that have a tangible, positive impact on individuals, work, family and the community.*

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## **Highly Confident in educational performance**

Achievement fostered at CITTI extends beyond the gaining of formal qualifications. Strong interactions with stakeholders has provided insight into what is most important to the Cook Islands people: the gaining of culturally authentic and relevant skills and knowledge that enable students to have an immediate and ongoing, positive effect on their work, study, family and community obligations.

## **Highly Confident in capability in self-assessment**

Regular formal and informal interactions and authentic relationships with all stakeholders ensure CITTI understands the value of outcomes for all stakeholders. The PTE has embedded that understanding in the meaningful and purposeful development of a portfolio of relevant programmes that meet the current needs of the Cook Islands people. Development of approved programmes and micro-credentials could allow a greater alignment between programme delivery and the unique needs of the Cook Islands.

Regular review processes ensure teaching and learning is responsive, flexible and agile.

Comprehensive moderation processes ensure assessment is consistent and appropriate and all learning remains aligned to approved learning outcomes. Tutors contextualise delivery to meet the availability of resources in the Cook Islands.

Student support is comprehensive and personal, recognising the individuality and diversity of needs.

Management has embedded the organisation's purpose and direction in its daily activities. Data is used effectively to inform reviews and regular reporting. Plans to increase efficiencies for a very busy staff have been actively researched and applied for.

Staff are valued, and academic leadership is effective and supportive. Further identification and support of staff in their professional development and learning will assist CITTI to continue to address the growing and complex training needs of the nation.

Compliance accountabilities are managed through updated processes, systems and reporting. Past gaps have been addressed and a relationship formed with NZQA to address future compliance timeliness.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>CITTI delivers NZQF<sup>3</sup> qualifications, bespoke programmes using selected unit standards, and informal community education courses. All programmes delivered are to enable the development of skills and knowledge required within the Cook Islands communities. Therefore, achievement is first and foremost about acquiring skills and knowledge that have an immediate and ongoing, positive impact on the students and application to their work, study, family and community. For the Cook Islands people, gaining credits and qualifications is secondary.</p> <p>For those programmes resulting in qualifications and the gaining of unit standard credits, course completions are strong at an average of 73 per cent; qualification completions are increasing, from 49 per cent in 2018 to 67 per cent in 2021.<sup>4</sup> CITTI's proactive reflection on student achievement, and regular interaction with its communities of interest, enables a clear understanding of non-completions and withdrawals and subsequent measures that contribute to increasing achievement.</p> <p>The Te Uki Tumanava<sup>5</sup>, Pa Enea and continuing education programmes are making significant positive impacts on priority learner groups (youth and males) and communities. All students achieve culturally relevant and authentic skills and knowledge. Stakeholder feedback supports the effectiveness of these programmes for self, families and communities.</p>

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

<sup>3</sup> New Zealand Qualifications Framework

<sup>4</sup> See Table 1, Appendix 1 for course and qualification completion rates for 2018-21.

<sup>5</sup> The Te Uki Tumanava programme is an alternative education programme introducing students to possible employment opportunities and traditional cultural activities which contribute to a level 3 qualification.

Conclusion:	Overall achievement for students at CITTI is strong. Proactive reflection on gathered feedback and interaction with Cook Islands communities ensure the skills and knowledge acquired are well aligned to the needs of all stakeholders
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## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>In 2020, the Cook Islands Ministry of Education (MoE) promoted vocational training with CITTI. Enrolments significantly increased.<sup>6</sup> To ensure provision of training that met needs in evolving circumstances, CITTI reflected on the needs of the Cook Islands nation through meetings with community and industry leaders. Regular evaluation and continued formal and/or informal contact with stakeholders enables CITTI to continue to stay current with these needs, which in turn provides outcomes valued by the stakeholders.</p> <p>Feedback from stakeholders speaks to these valued outcomes:</p> <ul style="list-style-type: none"> <li>• Students gain skills and knowledge that can be immediately applied to their personal or work lives. Related families and communities gain greater skills to maintain and support their lifestyles. Expanded questioning on how these skills and knowledge are used in the home would further support self-assessment.</li> <li>• Students and graduates attest to increased employment and business opportunities.</li> <li>• Employers say there has been an increased capability in people who have undertaken training.</li> <li>• Industry supports the growth of trained personnel in the Cook Islands as it enables retention of people alongside a healthier, safer, more sustainable environment. The high need for trained and skilled trades personnel is discussed regularly with CITTI; however, although these discussions are used to inform programme review, the issue still remains.</li> </ul>

<sup>6</sup> When the Cook Islands government promoted training during the closure of the Cook Islands borders, CITTI gained 1400 enrolments into a variety of programmes.

	<p>The value of the training provision is determined through evaluations and regular formal or informal interactions with communities and industries. Informally, the increased number of students enrolling and then progressing to higher or complementary study, and the increasing number of businesses creating partnerships for bespoke programmes, also attests to training that meets needs.</p> <p>Additional skills and capabilities such as confidence, increased communication, work-readiness and prioritisation enhances the wellbeing of the students and their communities. Students, graduates and employers spoke of the benefit of these to their life and work environments.</p>
Conclusion:	<p>Since the last EER, the value of outcomes to stakeholders has been regularly monitored to ensure CITTI proactively meets the needs and promotes solutions to enhance the wellbeing of the Cook Islands nation.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>CITTI regularly seeks, formally and informally, feedback and stakeholder contact. This, coupled with programme completion reports, allows management and tutorial staff to reflect on and modify design and delivery (within the approved boundaries) to meet existing and emerging needs and retain culturally appropriate relevance. There is potential for developing standards and programme pathways that have direct relevance to the Cook Islands context in design and content; NZQA supports this potential should CITTI wish to investigate it further.</p> <p>CITTI staff are embedded within the various communities of the Cook Islands. They understand the resource and people environment within which they operate, and design and deliver their programmes accordingly. Each programme is run part-time, with learning sessions once a week in the evening (between 3 and 8pm) to meet the students' need to work<sup>7</sup> and meet personal</p>

<sup>7</sup> No monetary study assistance (such as a student allowance or loan) is available from the Cook Islands government to assist students financially to study full-time.

	<p>and community commitments. Learning activities are student-centred, highly contextualised, make use of the natural environment, and draw on life or work examples to the point where students work on personal or community-based projects<sup>8</sup> as part of the learning experience. Stakeholders attest to this being highly effective at engaging and retaining the students throughout the programme duration.</p> <p>Teaching and assessment material, lesson plans and related evaluations are kept together for each delivery of a programme. This provides an invaluable reference for programme review and reporting that guides improvement decisions as well as informs bottom-up planning to meet the Education Management Plan set by the MoE. These resources have also been used to guide staff professional development.</p> <p>When assessment of skills is required, it occurs when the students are ready. Feedback is prompt, with resits or resubmissions following the relevant process. Regular intra and inter-department internal moderation occurs to ensure delivery and assessment aligns with learning outcomes and assessor decisions are verified. External moderation is completed either directly with the relevant transitional industry training organisation or through the partnered tertiary education organisation (TEO). Feedback is positive, with any issues identified addressed promptly and used to inform further review where necessary.</p>
<p>Conclusion:</p>	<p>CITTI programme design and delivery is strongly embedded in the environment within which the PTE operates, ensuring programmes are relevant and stakeholder needs are met. Rigorous evaluation processes ensure teaching, learning and assessment inform programme and organisation reviews.</p>

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<sup>8</sup> These personal or community projects ensure academic integrity as they create a highly individualised type of skills assessment.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>When applicants contact CITTI about training, they are interviewed, and their prior education, relevant knowledge and skill exposure are discussed to ascertain the training that would best meet their goals and needs. As enrolment progresses, continued interaction occurs to assure and support the student into making the correct programme choice and heighten eventual success. Evidence supports that this process is providing results as intended.</p> <p>Comprehensive learning and pastoral support is provided to the students. Learning support needs are identified during enrolment, using individual learning plans and through the Tertiary Education Commission's adult literacy and numeracy assessments. This information is used by tutors to guide delivery and in-class support. Additionally, the ability of tutors to speak both Cook Islands Māori and English shows an agility that further works toward minimising learning barriers.</p> <p>CITTI staff self-reflect through regular conversations and modify delivery in line with student aspirations and demographics. An annual training schedule that timetables around Cook Island events (such as the Cook Islands Games) is one measure that recognises an environmental factor that would affect attendance. Appropriate professional development has enabled successful inclusion of neurodiverse students in qualification delivery. Family has fed back on the positive effects seen for those students.</p> <p>Networking is promoted at induction, where all students studying the same qualification meet each other. New students said that being able to meet students who were further on in their studies was beneficial to their understanding of the learning journey. Students support each other within each class, and create social media groups to keep in contact for both academic and social purposes. The resultant positive change in communication and inclusion of the students attest to the effectiveness of the support provided.</p> <p>CTTI recognises the impact of external factors on study, and mechanisms have been instituted to limit them as barriers. Food,</p>

	travel, internet and help for the family are some measures CITTI has available for students requiring these. Connections to external pastoral services are also available, with referrals made if needed. CITTI's strong, familial connections to their students and communities ensure emerging needs and aspirations are understood and met promptly and appropriately.
Conclusion:	Comprehensive learning and pastoral support identifies students' needs and goals early on, and regular monitoring ensures emerging needs are met and learning barriers are minimised. Students feel they are comprehensively, culturally and holistically supported.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>As a government training establishment, CITTI's purpose and direction are informed by the government's education strategies and management plans. CITTI's management now uses data sources and listens to their stakeholders and staff to inform and ensure alignment of activity to national goals. Annual reporting to the MoE reflects on the effectiveness of that alignment. The strengthening relationship between governance and management indicates mutual trust and confidence in CITTI's activity to date. The proposed development of a Tertiary Education Strategy and strengthening of advisory boards with external tertiary education expertise is supported.</p> <p>The government's Covid-19 response placed a great deal of pressure<sup>9</sup> on CITTI to develop and/or provide training. The innovative, flexible response of bespoke courses reflects the close working relationship with industry and communities, and an understanding of how to meet emerging needs. The availability of fees free funding<sup>10</sup> supported students into learning opportunities at a time where their income was affected. The effectiveness of these innovations is seen in the increasing</p>

<sup>9</sup> Enrolments rose from around 100 to over 1400 persons within one week. Also, not all training needs could be met by the qualifications and programmes then offered.

<sup>10</sup> This funding is provided by the Cook Islands MoE for individuals undertaking qualifications with CITTI.

	<p>demand for courses by organisations and communities and the continued strong enrolment into qualifications. CITTI's ability to respond, despite a strong willingness to meet the demand, has been and is still tempered by the availability of skilled staff.</p> <p>Despite tutor-related shortages, sufficient resources support teaching and learning. Current qualification partnerships support CITTI with the necessary training and assessment resources, but delivery and experiences provided reflect a strong understanding of the resource availability on the Cook Islands. Management regularly reflects with staff to understand its accountabilities and actively seeks to enhance efficiencies and capabilities to better resource the organisation. An example of this is the proposed tertiary learning management system purchase to replace the current labour-intensive systems.</p> <p>Staff are valued, with the current management willing to praise and commend where warranted. Tutorial staff are aware of the mandated professional development commitments, and bi-annual self-evaluation and performance appraisals ensure staff needs and goals are identified promptly. Staff support the all-staff professional development opportunities that have been made available; however, gaps in staff capability may better be addressed through targeted training.</p>
<p>Conclusion:</p>	<p>CITTI governance and management actively reflects on the purpose and direction of the organisation to continue to meet the needs of a nation amidst changing circumstances and a labour shortage. Development of tools and strategies that support the tertiary environment will enable efficiencies and support the continued growth CITTI is experiencing.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The Cook Islands government has a clear commitment to a sustainable cultural and educational sovereignty. To promote this, the MoE has committed significant time and energy to inclusive education through the development of training facilities in the outer islands. CITTI is accountable to its governance to demonstrate these commitments. Bi-annual reporting monitors progress and shows excellent returns, with communities using these sites for training in high numbers and resources being revitalised, creating safe and sustainable communities.</p> <p>CITTI management oversees the PTE's direction, development and accountabilities. Having all management positions filled has enabled an updating of policies and procedures in line with the growing role CITTI plays within the Cook Islands. Strong processes for the maintenance of academic standards, policy and regulations now exist and are implemented. Robust systems for the management of data, reporting and health and safety operations were observed, showing CITTI to be legally and culturally compliant.</p> <p>CITTI is also accountable to NZQA, either directly or through the partnership programmes. Partnership agreements detail what is required to support the respective partnership TEO, and feedback indicates that CITTI provides what is necessary in a timely manner. Delays have occurred within CITTI's direct accountabilities to NZQA in the reporting of credits and accreditation of unit standards for delivery and assessment. NZQA and CITTI have addressed these issues together, and CITTI aims to maintain a close relationship with NZQA to ensure future accountabilities are met in a more timely manner.</p> <p>As a private training establishment, CITTI is required to provide support in line with the domestic Code of Practice. CITTI provides exemplary and culturally steeped support to the students.</p>
Conclusion:	Compliance accountabilities are managed through updated processes, systems and reporting. Past gaps have been recognised and a relationship formed with NZQA to address future compliance timeliness.

# Focus areas

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

## 2.1 Focus area: Pa Enea and Te Uki Tumanava programme provision

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Pa Enea programme delivery is highly contextually relevant and contributes to high levels of skill and knowledge acquisition that is improving the health and life of the outer islands peoples. The evaluation team saw evidence of student learning and project-based work improving people's lives and contributing to community infrastructure needs and cultural sustainability, e.g. water pumps providing clean water. The evaluation team also saw and heard how Pa Enea education galvanises increased opportunities for social cohesion, cultural sovereignty, economic and entrepreneurial growth, and unique knowledge relevant to individual Pa Enea communities.</p> <p>The Pa Enea education and training is delivered by highly capable, competent tutors. CITTI staff work in positive ways to meet the needs and aspirations of learners and the community. Governance and management are very aware of their commitment and obligation to the outer islands, and proactively discuss and strategise how Pa Enea education and training can be maintained to support the aspirations, needs and demands of Pa Enea communities as informed by Pa Enea stakeholders. For example, the deliberate repurposing and investment in facilities is contributing to increased uptake and delivery of education and training, particularly by Pa Enea communities.</p> <p>The Te Uki Tumanava (Tumanava) programme attracts youth learners (16-19, male and female) who may not have remained in formal education or been able to access education or employment. Tumanava develops key transferable core skills, including but not limited to collaboration, teamwork, increased communication skills, innovation, critical thinking, time management and personal self-leadership.</p> <p>Tumanava has a culturally relevant programme design which has been specifically tailored for the Cook Islands context. The teaching is delivered by highly skilled practitioners. The focus on the learner and their demographic profile enables a localised</p>

	<p>curriculum, resources and knowledge resulting in strong delivery and learner outcomes. Continuous critical self-reflection and change have resulted in high attendance rates (95 per cent), individual successes and the acquisition of important skills for life and living.</p> <p>Key stakeholders, including whānau and community, are intimately linked as a part of learner selection, retention, support and success. Regular feedback loops are an important part of the support circle of teaching and learning. Strategically prudent investment has increased the quality of access to and provision of the internet for learners. This has enabled the impacts of Covid to be mitigated to a large degree, as well as allowing for more flexible delivery, continued tutor engagement and student connection.</p>
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## 2.2 Focus area: Business Partnership programme provision

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Key business relationships for the delivery of bespoke education and training are well established, continuously maintained and progressively enhanced. These partnerships are welcomed by CITTI and actively sought by partners. CITTI is seen as a positive enabler and provider of quality education and training.</p> <p>The evaluation team saw and heard that the partnerships lead to credentialed education and training success, empowering corporate training outcomes and continuing education that is highly impactful. The relationships with the navy, the Bank of South Pacific, Tourism Cook Islands, Cook Islands Printing and Perfumes and the Te Uto Corrections programme are outstanding examples of meaningful partnerships that are achieving high quality, highly relevant, contextual-based outcomes that contribute to the sustainable life, health and wellbeing of peoples and communities.</p> <p>Management and partnership stakeholders co-design the development and delivery of the bespoke programmes. Staff regularly assess, evaluate and adapt programme design and delivery through personal and collaborative reflection to ensure that the partnership programme remains fit for purpose. This has included aligning delivery to important contextual elements</p>

	<p>such as seasons, work schedules, tourism schedules and environmental factors such as fishing tables.</p> <p>CITTI proactively collects, analyses and acts on learner and stakeholder feedback via formal evaluation methods including surveys at key points, semi-formal discussions with learners at point of need; as well as informally through being approached or approaching learners, stakeholders and the community as part of relationship-rich 'check-ins'.</p>
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### 2.3 Focus area: Trades Faculty

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The trades programmes are run through partnerships with New Zealand TEOs<sup>11</sup>, with current provision informed by stakeholder contact and an understanding of the infrastructure needs of the Cook Islands. Currently, the availability of experienced industry personnel to become tutors is a limiting factor affecting programme provision. CITTI management is actively addressing this issue through regular contact with industry and bespoke forms of delivery.</p> <p>Partner TEOs provide CITTI with complete sets of pre-moderated training and assessment material for delivery. CITTI tutorial staff work closely with their partners to ensure delivery matches the contextual and cultural needs of the Cook Islands but still meets the approved programme parameters. Regular post-assessment moderation and reporting assists CITTI and its partners in validating the achievements made.</p> <p>Delivery that meets the resource contexts within the Cook Islands develops students' skills and knowledge that are immediately applicable, can make a tangible difference to their personal, family and community lives, and supports a sustainable outcome. CITTI celebrates the presence of women studying the trades. Though this number is small, and any withdrawal or non-completion has a disproportionate effect, the data indicates parity in achievement.</p>

<sup>11</sup> Current partnerships are with Eastern Institute of Technology and the Building and Construction Transitional Industry Training Organisation.

	<p>The evaluation team heard about the achievement of extended skill sets, potential employment pathways, increased health and safety knowledge and family bonding opportunities arising from students undertaking trades training with CITTI.</p> <p>CITTI also delivers trade qualifications to the outer islands as part of the Pa Enuva scheme. CITTI tutors undertake weekly Zoom classes with students on their home islands (where there is a delivery site) then visit twice a year to provide practical opportunities and complete assessments. Students within this scheme achieve at a very high rate and speak to the advantages such training has given them and their communities.</p> <p>This flexibility in using online platforms has recently been expanded with CITTI and its partners introducing online resources as an additional tool for teaching. The New Zealand Certificate in Automotive (Level 3) classes are currently trialing having computer interfaces available in the classroom to supplement the face-to-face delivery. Initial feedback is positive, with students enjoying the ability to research and have access to a larger library for reference.</p>
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## 2.4 Focus area: The Business qualifications

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>As with other qualifications offered by CITTI, National and New Zealand certificate qualifications in business and management are delivered in a partnership with a New Zealand TEO.<sup>12</sup> Moderated teaching and assessment material is provided, with CITTI tutorial staff adjusting context and examples to make the learning applicable to the Cook Islands business environment. Students attest to the immediate applicability of their knowledge in their workplace and the growth of their skills and understanding, creating a more collegial work environment. Further feedback and evaluation from other stakeholders supports the positive results attained through the training.</p> <p>Tutorial support of the students goes above and beyond, with tutors available via email, phone or face to face to support their students through to successful completion. As some tutors also are part-time themselves, this shows a exemplary level of</p>

<sup>12</sup> Initially, the Skills Organisation, then LearnPlus.

	<p>commitment which has resulted in a high achievement rate. Additional support for high achievement has come from an unexpected source: a number of students undertaking business qualifications are part of business partnership schemes. Their employers have allowed time off once a week to train from 3 to 6pm. As a result of this support, attendance is 100 per cent, encouraging higher achievement. CITTI management is aware of this information and promotes this level of stakeholder support to enhance future success.</p> <p>End-of-course and end-of-programme evaluations and reporting provides effective programme review, with validating moderation occurring through the partnerships. With rapid changes to the qualification, tutorial staff are engaging with the qualification document and ensuring that delivery and assessment material remains aligned as well as contextually sound. Ensuring the sustainability of continued programme development and providing relevant training to the tutorial staff could be a consideration for CITTI management.</p> <p>The business tutorial staff have also developed additional support material for students at the start of their study, such as a referencing and plagiarism handbook. This guide, alongside individualising assignments and projects towards work-specific studies, ensures academic authenticity is maintained.</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 Cook Islands Tertiary Training Institute:

- Consider increasing the focus on corporate training needs and support to maximise the opportunities to deliver needed training and increasing CITTI's profile.
- Consider opportunities to develop and have accredited credentials and micro-credentials for the programme portfolio.
- Governance and management to continually reflect on the strength of their relationship and mutual needs and support to increase opportunities for success.
- Identify and effectively support staff professional development and training.

# 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. Accredited programme completion data (summarised 2018-21 CITT student management system data)**

All programmes	2018	2019	2020	2021	2022
Enrolments	240	138	1485	290	364
Course completions	195 (81%)	86 (62%)	1213 (82%)	194 (67%)	TBC
Qualification completions	117 (49%)	77 (56%)	18/252 (7%) enrolled in qualifications	194 (67%)	TBC

# 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 fraud<sup>13</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>13</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 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](http://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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