Report of External Evaluation and Review

School of Audio Engineering NZ Ltd trading as SAE Institute

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 1 October 2015

Contents

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	School of Audio Engineering NZ Ltd trading as SAE Institute (SAE)
Type:	Private training establishment (PTE)
Location:	10, 12, and 18 Heather Street, Parnell, Auckland 1052
Delivery sites:	10, 12, and 18 Heather Street, Parnell, Auckland 1052
Courses currently delivered:	Bachelor of Recording Arts
	Diploma in Audio Engineering
	Diploma in Film Making
	Certificate in Electronic Music Production
First registered:	1 June 1995
Code of Practice signatory:	Yes
Number of students:	Domestic: 152 full-time students, approximately 15 per cent are Māori and 11 per cent are Pasifika.
	International: 15 full-time students
	Although the total number of students has remained stable over the past four years, the number of international, Māori and Pasifika students has increased.
Number of staff:	15 full-time equivalents. Many are part-time staff and practitioners of specialist areas of creative

media.

Scope of active accreditation:	Consent to assess in the following domains:
	Electronic Multimedia, Multimedia, and Film and Television Foundation Skills.
	Also consent to assess for unit standards 23730-23733, 25659-25662, and 91337-91343.
Distinctive characteristics:	SAE continues to provide tertiary education in creative media for graduates wanting to find employment in the audio engineering and film making industries. This includes, in particular, the film, television, music, and radio sectors.
Recent significant changes:	NZQA approved a Bachelor of Film Making in March 2015.
	A new campus manager was appointed in February 2015.
	SAE (NZ) Ltd is part of global network SAE Technology Group Holdings BV, now a wholly owned subsidiary of Australian company Navitas Ltd since 2011. It is in the process of integrating its governance and management, academic leadership and administration systems with SAE (Southern).
Previous quality assurance history:	NZQA last externally evaluated SAE Institute in September 2011. NZQA was Highly Confident in the organisation's educational performance and Confident in its capability in self-assessment.
	A NZQA degree monitoring report recommended no further monitoring by NZQA, and that SAE should appoint its own external monitor.
	SAE has an arrangement with the Southern Institute of Technology for annual external moderation. Moderation reports reviewed by the evaluators showed that the assessments met standards for validity, sufficiency and reliability of evidence.

2. Scope of external evaluation and review

The following focus areas were selected:

- Governance, management and strategy: mandatory.

- Bachelor of Recording Arts with the embedded Diploma in Audio Engineering. This was a focus area in 2011, and the Diploma is SAE's largest programme. This provides an opportunity to review changes, improvements and growth since the last external evaluation and review (EER).

- Student services and support, including international students. The 2011 EER recommended a more pro-active approach to implementing the Code of Practice for Pastoral Care of International Students. The SAE self-assessment highlights changes and improvements to academic, personal and international student support services. This focus area provided an opportunity to review the improvements.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Two evaluators conducted the on-site visit over three days at SAE's campus in Parnell, Auckland.

Documents reviewed by the evaluation team prior to the visit included:

- A self-assessment report; strategic plan and documents relating to the integration of SAE Auckland with SAE Southern; SAE Institute (Auckland) internal evaluation and self-assessment; Creative Industries Advisory Committee - membership and terms of reference; SAE Institute (Auckland) Academic Board - membership and terms of reference; Quality Systems Manual; NZQA degree monitor's report for B. Recording Arts 2014; moderation reports; investment plan; and student achievement data.

Prior to the visit, the lead evaluator visited SAE, meeting with the management team and programme coordinators.

At the visit, the evaluators interviewed:

- the campus manager, administrator, campus academic coordinator, programme coordinators, lecturers and studio supervisors

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- Chief executive officer, chief operating officer and national manager, academic services at SAE Southern (by video conference)

- International and domestic students

- Graduates

- Student support services coordinators

- Employers and representatives of the Creative industries Advisory Committee.

Documents reviewed included programme and teaching material, teaching appraisals, student evaluations, and board reports.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **SAE Institute.**

SAE provides diploma and degree-level education for the various sectors of the creative media industries.

The finding of highly confident is based on the following:

- There is good evidence of valued outcomes for key stakeholders. Employment outcome data indicates that a high proportion of graduates are moving into relevant employment. Feedback from employers is positive about the knowledge and skills of graduates. The organisation prepares students well for a range of employment situations that characterise sectors of the industry, such as short-term contracts and self-employment.

- Educational processes are strong. A very clearly defined and shared programme model for delivery indicates that classroom teaching, group demonstrations, portfolios, practical assignments and work experience are integrated with studio supervision and targeted tutorials. Student learning is a mix of theory and practice and the project-oriented applied focus on learning meets the needs of students for skills practice.

- Student learning is supported by the organisation's investment in new technology and upgraded resources. The production studios are at commercial standard and provide students with the opportunity to practise at that level under the guidance of studio supervisors with specialist expertise.

- Student achievement is systematically monitored and is well understood by the organisation. Course and qualification completions continue to be high. Course completions increased from 78 per cent in 2011 to 81 per cent in 2014 and qualification completions from 78 per cent to 83 per cent in the same period, as measured by the TEC Educational Performance data. The achievement of international students exceeds the total achievement rates for all programmes. This indicates that their needs of this growing market have been met.

- A favourable NZQA degree monitor's report confirmed that the degree matches the requirements for Bachelor's degree study at level 7 on the New Zealand Qualifications Framework and diploma study at level 5, and recommended discontinuing external monitoring by NZQA. This indicates that programme management is highly effective.

- SAE responded to the comments in the last EER report: it has expanded its student support services to include additional academic guidance and

support targeted at improving completions. The recent appointment of an international student coordinator is an indication of the organisation's commitment to meeting the needs of this student group.

- The process of integrating the organisation with Brisbane-based SAE Southern is being well managed through a consultative process that engages all staff.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **SAE Institute.**

SAE Institute's educational performance is well supported by its self-assessment processes. This evaluation found clear evidence of changes and improvements to programmes and student support services as a result of self-assessment practice.

- SAE's student management system has been strengthened. Integrated databases that link achievement to assessment, assignment submission, attendance, needs, and support services. This enables the organisation to monitor student progress and identify areas where additional learning support is needed. Programme coordinators, lecturers and management monitor students on a regular basis. The evaluators were able to see examples of how achievement of individual students and cohorts were tracked, how problems with attendance or assignment submission were quickly identified and the support strategies used to resolve any issues.

- Initiatives to provide extra learning support are trialled and reviewed to ensure that the services are effective, and changed if needed. The PTE is innovative in seeking new ways to support the effectiveness of teaching and learning.

- The organisation's monitoring of achievement has enabled it to identify the lower completion rates of Māori and Pasifika students. A feature of the strengthened student support and guidance systems is the development of targeted strategies to improve the achievement rates for the growing number of these students. These have yet to be fully implemented.

- SAE responded to recommendations in the 2011 EER report and degree monitor's report. Its academic quality assurance processes are structured so that programme reviews, monitoring of results and moderation contribute to overall self-assessment.

- SAE has systematic processes for student feedback. There were many examples of changes and improvements to programme content that resulted from the surveys, course evaluations and informal feedback (see Findings section for details).

- SAE understands the needs of students and other stakeholders very well. The processes for understanding how well these are met are supported by

high student achievement and feedback from external stakeholders. However, the evaluators considered that the value of the outcomes of diploma and degree programmes would be better understood by analysing existing graduate destination data.

Overall the evaluators considered that SAE's self-assessment reflects the organisation's commitment to continuous improvement and their dedication to individual student progress.

Findings[1]

1.1 How well do learners achieve?

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

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

Students are completing their courses and qualifications at a consistently high rate. TEC Education Performance data for 2011 to 2014 shows that there have been incremental gains in the rates of course and qualification completions for all programmes. Course completions increased from 78 per cent in 2011 to 81 per cent in 2014 and qualification completions from 78 per cent to 83 per cent in the same period (see Table 1).

In the same period, the number of international students has grown and the organisation's data shows that the achievement rate for these students is consistently above that of the total achievement rate for all programmes, ranging between 85 per cent and 100 per cent for course and qualification completion.

Table 1. TEC Educational Performance Data 2011-2014 as percentages of courses and qualifications completed in a year for all SAE programmes

	2011	2012	2013	2014
Course completions	78%	82%	78%	81%
Qualification completions	78%	82%	76%	83%

While there are some variations between cohorts, overall the vast majority of students stay to complete their programme of study.

The organisation has a 70 per cent course and qualification pass rate which maintain high standards for achievement and contribute to the value of the qualifications as students graduate with a qualification based on rigorous standards.

The validity of results is supported by robust internal moderation.

The two tables below show the steady course and qualification completions for the Diploma in Audio Engineering and the Bachelor of Recording Arts from 2011-2014.

Although overall achievement has grown, Table 2 also shows a trend towards decreasing rates of achievement for Māori and Pasifika students, which have consistently been below the achievement rate for all students. However, the percentage data relates to very small numbers of students. For example, of the 12

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

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students enrolled each year from 2011-2014, nine (78 per cent) completed the diploma in 2011 and eight (66 per cent) in 2014. The pattern is similar for Pasifika students, whose total enrolments in the diploma were steady at nine to 10 students from 2011-2014. In 2011, seven students (82 per cent) completed and five students (53 per cent) in 2014. The trend was noted in the organisation's self-assessment report, which described various strategies for improved academic support for the growing number of Māori and Pasifika students. These students now make up approximately 33 per cent of all domestic students.

Tables 2 and 3 show the consistently high completion rates for the increasing number of international students. Eight students (89 per cent) of the nine enrolled completed the diploma in 2014, a slight decrease from previous years when all completed it. In 2014, the five international students enrolled for the degree all completed it.

Table 2. Diploma in Audio Engineering – course and qualification completions as percentages of total enrolments

Year	All students		Māori		Pasifika		International	
	CC*	QC**	CC	QC	CC	QC	CC	QC
2011	79%	71%	80%	78%	98%	82%	100%	100%
2012	84%	79%	74%	69%	57%	53%	92%	92%
2013	80%	72%	70%	66%	65%	50%	100%	96%
2014	80%	77%	69%	66%	58%	53%	89%	89%

*CC = course completion; **QC = qualification completion
Data supplied by SAE.

Due to funding limitations only, a small number of diploma graduates (about 10 per cent) progress to the degree programme. The organisation also made a decision based on a programme review in 2012 to restrict the numbers of degree students in order to match their current organisational capacity to provide quality learning. Students are currently selected for entry to the higher degree on the basis of their achievements at diploma level and their personal goals. SAE usually accepts about 16 students per intake for the bachelor degree programme.

The table below shows the high completion rates overall. The few Māori and Pasifika students who progress to the degree achieve well. For example, the one Māori student enrolled in 2012 completed the degree, and two out of three Pasifika students completed in 2012-2013.

Table 3. Bachelor of Recording Arts – course and qualification completions as percentages of total enrolments

Year	All students		Māori		Pasifika		International	
	CC*	QC**	CC	QC	CC	QC	CC	QC
2011	77%	100%	N/A	N/A	N/A	N/A	100%	100%
2012	89%	100%	100%	100%	100%	94%	100%	100%
2013	85%	100%	N/A	N/A	68%	80%	79%	100%
2014	88%	100%	N/A	N/A	N/A	N/A	84%	100%

*CC = course completion; **QC = qualification completion
Data supplied by SAE.

SAE has very good processes in place to support student achievement and actively trials and reviews support systems. For example, SAE reviewed the granting of extension periods (which resulted in more students taking longer to complete) against the completion data for 2012-2013 and made changes as a result. A pre-emptive strategy that identifies 'at risk' students has been put in place so that students receive more personalised support at the beginning. The number of extensions has decreased as a result.

Student progress is closely monitored and SAE has a very good understanding of how well students achieve. The integration of attendance monitoring, assignment submission, targeted tutorials, studio supervision and individual guidance with teaching practice maintains the high achievement rates. These are monitored by programme coordinators and the Academic Board. The comprehensive data is used track individual student progress and provide academic or other support where needed. Students interviewed by the evaluators considered that the academic guidance and support contributed to their learning and eventual success.

Minutes of the Academic Board meetings reports from the Creative Industries Advisory Committee and the NZQA degree monitor's report show that the organisation regularly reviews student progress, the results of student surveys and is responsive to the recommendations for changes and improvements to programmes or to meet individual student learning needs. The evaluators were able to see several examples of improvements targeted at improving learning and achievement. SAE's self-assessment practice has enabled it to identify gaps in achievement such as those of Māori and Pasifika students as well as gaps in academic guidance. These are currently being addressed by the Academic Board and student services. Currently as noted in the 2011 EER report, little benchmarking with other similar providers is being undertaken to provide a wider view of achievement.

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

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

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

There is strong evidence of good value for all key stakeholders. This includes graduates, for whom data is being systematically recorded within SAE's employment outcomes database and by the Alumni Association. Work experience and internships are an important part of the students' programmes, and it was evident that for many students this leads to employment opportunities. The high number of students completing courses and graduating with the Diploma in Audio Engineering and the Bachelor of Recording Arts is an indicator of the value gained.

SAE's Creative Industries Advisory Committee and the Alumni Association provide regular advice on employment within the specialist sectors of the industry and invitations to industry seminars and workshops that enable graduates to keep up with industry trends. An increasing number of graduates have become members of the Alumni Association and are able to, for example, take advantage of the emailed job vacancies.

The organisation's employment database links to the Alumni service, providing up-to-date information, but data has yet to be collated and analysed to show numbers and trends in employment. For example, although progression to the degree for diploma students leads to greater competence in specialist areas, and more industry connections, it is not clear how much value and advantage completing a degree gives graduates in the workforce compared to completing a diploma only. Although having anecdotal knowledge, the organisation currently does not differentiate the destinations of the two groups within its database.

Full-time employment is available in large organisations, but fluctuating opportunities lead many graduates initially into part-time, short-term employment. SAE prepares students for this through its programmes and advisory groups. The organisation provided many good examples of employment pathways, such as internships at Māori TV, and contracts with large and small production studios. Some degree graduates said that they were able to obtain contract work across a number of TV production companies using business plans developed through their studies. Graduates also spoke of the value of the practical technical learning and, in particular, the understanding gained from guest lecturers of the specialisations in different industry sectors.

Employers and the Creative Industries Advisory Committee considered that the graduates they employ have the basic skills upon which to build their own in-house training, are 'technically literate' and can immediately contribute to their businesses. This was evident in meeting with members of the committee, who add value to employment outcomes through advice on individual projects and student competencies, and review summative assignments in the degree programme.

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The Alumni Association collects industry feedback on SAE graduates as employees. This is anecdotal at this stage as they trial options for data collection.

SAE's self-assessment processes and close association with industry supports its overall understanding of the value of its programmes to students and other stakeholders. However, the evaluators considered that the organisation's understanding of value would be enhanced by an analysis of the comparative value of the outcomes of the diploma and the degree, and analysis of overall trends in the wide variety of employment situations using the information it already has from a number of sources.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

SAE has a range of effective processes to ensure that its programmes and activities match the needs of all stakeholders. The organisation has strong links to industry and actively reviews and changes programme content to match industry needs through regular consultation with its Creative Industries Advisory Committee, the Alumni Association, and input from staff (who continue their association with industry through part-time employment and research).

The Creative Industries Advisory Committee has appropriate membership from key industry sectors, can recommend emerging technologies to match changing industry needs and highlights trends in employment. The Alumni Association has an expanding role in providing direct advice about the needs of employers and is implementing surveys of employers about how well the skills of SAE graduates match employer needs.

SAE uses its student surveys, including lesson evaluations and informal feedback, to make changes to programmes to match stakeholder needs. Management and the Academic Board regularly review completion data, student and external stakeholder feedback against the content and learning objectives of particular modules and make any changes needed. The organisation's effectiveness in matching education provision to external advice was noted in the NZQA degree monitor's report (February 2014) which stated that SAE had responded to earlier recommendations for programme changes and that there was a permanent cycle of reflection and responsiveness to student feedback.

SAE has designed the content and structure of the diploma qualification to match the needs of students for entry level creative and technical skills. Students who progress to the degree, with its focus on theory and research, are able to build on these skills. SAE records, Alumni Association data and feedback from employers,

students and graduates provided rich and detailed evidence that the programmes match the needs of all stakeholders very well.

The recent approval of a Bachelor of Film Making will (if funded) provide another career pathway and continuity from the Diploma in Film. The integration of SAE (Auckland) with SAE Southern will, in future, connect SAE and its students to a global qualification network and strengthen the international currency of SAE's qualifications (which may meet the future needs of students).

The organisation assesses the needs and learning styles of individual students when they enrol, and the academic support team uses the information to provide the appropriate support.

SAE has invested in new technology and upgrades to the post-production suite. The training facilitated by specialist studio supervisors in a modern well-equipped environment with the latest computer technology gives students a very good understanding of industry needs and standards and helps ensure that their emerging competence matches commercial standards. This is supplemented by work experience and participating in live events as part of the programmes delivered.

The focus on project-oriented learning and the inclusion of business and marketing skills is intended to match the profile of employment in an industry dominated by multiple job-holding, and short-term contracts. Graduates interviewed by the evaluation team regarded the SAE skills training and knowledge as essential preparation for the industry, describing typical career pathways beginning with internships and short-term contracts through to full-time employment or business ownership. Guest lecturers were seen as having a very important role in providing students with an understanding of skills and current employment conditions in specialist areas that match their needs for future employment. This is supported by advice from the Alumni Association and Creative Industries Advisory Committee.

Self-assessment is systematic and on-going. SAE monitors how well it is matching students and other stakeholder needs through its strong industry links, structured processes for collating and analysing feedback and formal programme or module reviews that have resulted in changes to programmes. Students' high levels of achievement, satisfaction, and employment in the industry and positive feedback from employers show that stakeholder needs are well met.

1.4 How effective is the teaching?

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

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

SAE has a very clearly defined and shared programme model for delivery of the diploma and degree. It indicates how classroom teaching, group demonstrations, portfolios, practical assignments and work experience are integrated with studio supervision and targeted tutorials. This model was useful for the evaluators to confirm how direct teaching is supported by other learning activities (such as public performances) and contributes to high levels of student achievement. Included in this model is increased academic support, one-to-one tutorials, literacy and numeracy support and additional studio time aimed at improving achievement for all students, particularly Māori and Pasifika students.

The range of teaching strategies are based on project-based learning objectives that integrate theory and practice. The practical resources available to students are at commercial standards, which reinforces the reality of their learning. Assessment criteria based on a 70 per cent pass rate are aligned to industry standards and uses both formative and summative assessment strategies. The PTE uses observation, completed projects and oral presentations, as well as written assignments, to monitor student progress. Students also have the opportunity to practice and learn new skills through events such as 'In the Mix', where they plan and produce live shows.

Student achievement rates, a 97 per cent satisfaction with the programmes, and graduates' subsequent employment attests to the effectiveness of the teaching.

SAE teaching staff are highly qualified and experienced in creative media and appropriately qualified at doctoral level for teaching the degree. All lecturers are trained in adult teaching through the organisation's own programme. They maintain their currency with industry practice through part-time work, seminars and workshops and as practising artists, e.g. musicians, film producers. Many are also studying and engaged in research. This strengthens their teaching practice. They work collegially, sharing ideas and issues through regular meetings. The degree monitor's report noted staff retention and collaboration in the areas they teach as being an area of strength. This contributes to the effectiveness of the teaching of the programmes they are responsible for.

Academic leadership is supported by an active Academic Board and its committees, which monitor the quality of content and delivery. Teaching practice is monitored through a range of processes that integrate feedback from student surveys, student evaluation of lessons, and analysis of student achievement with systematic processes for evaluating the quality of teaching, learning and assessment. This includes formal observation by the campus academic coordinator, peer observations and formal appraisals leading to a professional development plan.

There was evidence of sound quality assurance systems. Achievement is validated through regular internal moderation, and SAE has an arrangement with the Southern Institute of Technology for external moderation. The evaluators viewed both internal and external moderation reports validating assessments. External quality assurance is also gained from the second marking of degree dissertations.

SAE's self-assessment contributes to teaching effectiveness, based on regularly reviewed processes monitored by the Academic Board. Stakeholder feedback about teaching practice is consistently positive.

1.5 How well are learners guided and supported?

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

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

SAE has expanded its support and guidance services in response to student feedback, changes in the student population, student needs identified through surveys, lesson evaluations and the 2011 EER report.

Following the 2011 EER, which recommended a more pro-active approach to the implementation of the Code of Practice for Pastoral Care of International Students, SAE has recently appointed an international student coordinator. SAE currently has 21 international students and is actively reviewing its practice to ensure that its systems and services meet code requirements. The strengthening of student services overall and a dedicated support person meets these requirements. The new coordinator is the point of contact for international students prior to arrival, provides information and practical support at enrolment and liaises regularly with other staff for any academic or other support needed. International students interviewed by the evaluation team said that they were well prepared for study in NZ, and received the support they needed.

The student services unit manages a range of guidance and support services that are integrated with teaching and academic monitoring processes. A feature of the expanded services is the review of previous support processes and the trial of new strategies to support learning and to ensure that they are targeted at the particular needs of students. At present, more time for implementation is needed before the strategies' effectiveness can be fully evaluated.

The evaluators were able to see several good examples of new and improved guidance and support systems. Online monitoring of assignment submission in real time (i.e. by due date) enables lecturers and support staff to quickly identify any students repeatedly having difficulty and provide support. Friday tutorials are being implemented and studio supervision in the evenings and Saturdays provides additional learning options for students. Quizzes for topics have been developed for students to self-assess progress.

SAE's linked databases provide quick access for teaching and support staff so that issues of concern can be tracked and monitored. Attendance is actively monitored and followed up, and can be linked to achievement. As noted, the system for granting extensions was reviewed and replaced by more active support at the beginning of and during the programmes, the outcome being an upward trend in course completions.

Student services and the Board are currently looking at ways to better support the increasing numbers of Māori and Pasifika students and improve their retention and completion. The delivery model that integrates teaching with a variety of support strategies is being implemented to provide additional support. A current project is based on analyses of the different learning styles of these students, intended to lead to more effective delivery.

All students are supported with good information about the programmes, including a prospectus, and student handbooks. The students the evaluators interviewed said that they knew what they needed to do to complete modules and courses overall. SAE also provides information for all students on external support agencies (for example, counselling, addiction).

The organisation encourages and supports students to participate in live events that provide learning experiences not easily accessed in classrooms. As well as events such as 'In the Mix', many students already play in bands or take part in community events.

The evaluators could see that the organisation has good guidance and support services for students, well integrated with the programme structures as noted in Findings 1.4. Evaluators could also see that the organisation is seeking to understand the effectiveness of student support through the use of student data and the trialling and testing of interventions. Feedback from students was consistently positive.

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

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

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

SAE Auckland has a clear direction and strategy. Its management team, led by the campus manager, is responsible for setting organisational strategies, targets and direction for the four departments in the organisation. The Academic Board provides leadership and educational quality assurance. The monthly meetings of all staff serve as a forum for capturing the various themes emerging from student and industry feedback, the exchange of ideas, and reviews of student achievement. This leads to further, more formal, reviews of programme content or systems.

Operational policies are well documented, reviewed and updated. Organisational charts clearly show how the organisation is structured and the roles and responsibilities within it.

The effectiveness of management in supporting the operation of the organisation was evident from interviews with staff, external stakeholders and management reports. The evaluators were able to see that policies were applied consistently throughout the organisation, supported by a collegial culture.

As part of its overall strategic direction, SAE is developing strategies for increasing the participation of Māori and Pasifika students and their communities. Two iwi members of the Creative Industries Advisory Committee are working with the organisation to develop a kaupapa Māori framework for teaching and learning at SAE.

SAE maintains the currency of its educational direction, and understanding of trends in the sector, through its partnerships with other regional providers and collaborative arrangements with providers such as the Southern Institute of Technology for moderation and sharing of resources. SAE also has a memorandum of understanding with Otago and Auckland universities to support their academic processes and student progression. SAE has also contributed to two NZQA Targeted Review of Qualifications reviews.

SAE Auckland's integration with SAE Southern is in progress. Under this arrangement, SAE (Auckland) maintains its New Zealand identity, autonomy to establish the local direction of its education provision, and has delegated authority from SAE Southern for governance and management, including academic leadership. The arrangement provides SAE (Auckland) with access to additional resources for administration, planning and financial and human resource management, as well as access additional educational resources. Delegations and lines of accountability and reporting are clear.

Interviews with the chief executive of SAE Southern, the chief operating officer and the national manager, academic services outlined the emerging and strengthening links between the two organisations. SAE Southern chief executive officer and managers are clear about the requirements for New Zealand providers for registration, approval and quality assurance of the New Zealand programmes. The chief operating officer, for example, regards the PTE's TEC investment plan as crucial to their understanding of the New Zealand educational environment and acknowledges the investment plan's continuing importance to the management and direction of the Auckland branch.

Currently the academic board has an evolving role and is likely to remain in place, but within the context of the larger organisation. This is being reviewed in consultation with SAE Auckland's campus academic coordinator, who is actively involved in the design of new academic systems for the larger organisation.

Overall the evaluators could see that the changes are being well managed. International linkages will add value to the organisation's education provision and

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administration and have the potential for benchmarking to international academic standards and qualifications, providing a global market for students.

The investment in technology and other learning resources supports student achievement, and the expansion of student services to include a new international student coordinator provides targeted support to students.

SAE has stable valued staff. All are appropriately qualified and experienced for the programmes delivered. They are involved in discussions about the direction of the organisation and the collegial, open environment supports new ideas and initiatives.

Student achievement is high, and student satisfaction and progression to employment are all indicators of the value of the programmes to students and industry stakeholders. This is supported by comments from the degree monitor, Creative Industries Advisory Committee, Alumni Association and employers.

The Academic Board is effective in managing overall quality assurance, including performance appraisal of teaching staff to maintain high standards of practice. It reviews student achievement and is working towards new initiatives for the engagement and academic support of Māori and Pasifika students. Although the evaluators were not able to see evidence of improvements to achievements as a result of improved processes, they considered that the organisation's self-assessment quality assurance and expanded student support services are likely to have a positive impact on achievement for the growing number of Māori and Pasifika students.

SAE responded to the last EER report and the degree monitor's report with changes and improvements to programmes. Self-assessment is effective in supporting educational performance. However, there is a need for SAE to establish some additional processes or analyse existing data to be able to better understand the value of student outcomes from the different programmes.

Focus Areas

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

2.1   Focus area: Governance, management and strategy

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

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

2.2   Focus area: B. Recording Arts and Diploma in Audio Engineering

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

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

2.3   Focus area: Student services, including international students

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

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

Recommendations

There are no recommendations arising from the external evaluation and review.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf, while information about the conduct and methodology for external evaluation and review can be found at http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/.

Final Report

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Final Report