

Report of External Evaluation and Review

Auckland Institute of Studies Limited
trading as Auckland Institute of Studies

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 23 February 2015

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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:	Auckland Institute of Studies Limited (AIS)
Type:	Private training establishment (PTE)
Location:	28a Linwood Avenue, Mount Albert, Auckland
Delivery sites:	Mount Albert – St Helens Campus and Asquith Campus Faridabad, India
First registered:	1 April 1991
Courses currently delivered:	<ul style="list-style-type: none">• Master of Business Administration Postgraduate Diploma in Business Administration Postgraduate Certificate in Business Administration• Bachelor of International Business Graduate Diploma in International Business Diploma in International Business (Level 6) Diploma in International Business (Level 5)• Bachelor of Tourism Management Graduate Diploma in Tourism Management Diploma in Tourism Management (Level 6) Diploma in Tourism Management (Level 5)• Bachelor of Information Technology Graduate Diploma in Information Technology Diploma in Information Technology (Level 6) Diploma in Information Technology (Level 5)

- Bachelor of Hospitality Management
Diploma in Hospitality Operations Management (Level 6)
Diploma in Hospitality Operations (Level 5)
National Certificate in Hospitality (Cafes) (Level 3)
- Certificate in Teaching English to Speakers of Other Languages
New Zealand Certificate in English Language (Academic) (Level 4)
English as a Foreign Language
Certificate of Proficiency (International)
- Secondary Tertiary Alignment Resource (STAR)
- Licence Controller Training (LCQ) (Level 4)

Code of Practice signatory?:	Yes
Number of students:	In August 2014, AIS had 918 equivalent full-time students (EFTS) including: <ul style="list-style-type: none"> • Māori – 0.4 per cent (four) • Pasifika – 7 per cent (63), mostly from Tonga • Domestic: 89 students – New Zealand Resident Visas 57 per cent, and New Zealand citizens 43 per cent • International: 829 students from 25 different countries
Number of staff:	114.765 full-time equivalents – 89 full-time and 47 part-time
Scope of active accreditation:	Refer: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=853078001
Distinctive characteristics:	AIS delivers programmes predominantly to international students – 90 per cent of the roll – with the remaining 10 per cent to domestic students who are mostly permanent residents. Sixty-seven per cent of all enrolments are at levels 7-9, including 35 per cent in postgraduate study. Several AIS staff were rated by the Performance-Based Research Fund in its third consecutive

evaluation in 2012.

Recent significant changes: In 2013, NZQA approved a delivery site at Manav Rachna International University in Faridabad, India, and diploma programmes in International Business and Information Technology have been delivered for the past year. Annual quality assurance visits are used to monitor quality of outcomes.

Previous quality assurance history: The previous NZQA external evaluation and review (EER) of AIS was conducted in March 2011. The summative statements of confidence were Confident in educational performance and Confident in capability in self-assessment.

Exemption condition approved by NZQA in 2013 for AIS English Language Proficiency testing.

English New Zealand conducted an audit in 2014 which indicated that AIS met the required standard, with a number of commendations and suggestions.

Assessment is externally quality assured in a three-year cycle by a pool of appropriately qualified moderators who are subject specialists.

2. Scope of external evaluation and review

Following consultation with AIS management, the focus areas were chosen to be as representative as possible of the programmes and related academic activities. They include varying levels and different learner characteristics and numbers. The scope of EER included the following focus areas.

Governance, management and strategy

This is a mandatory focus area because of its significance. The offshore delivery site at Manav Rachna International University and the management of the quality arrangements at this site were included in this focus area.

Postgraduate Business Administration

The Master of Business Administration and Postgraduate Diploma in Business Administration qualifications combined make up 35 per cent of student enrolments. A number of improvements have been made since the 2011 EER, when this was also a focus area. Course and qualifications completions are very high. Research was included in this focus area.

English Language Centre

General English and English for Academic Purposes courses. These courses provide foundation pathways into the various diploma and degree programmes at AIS. Approximately 10 per cent of students are enrolled in these programmes. AIS uses its own test of English proficiency.

Bachelor of Tourism Management (including Graduate Diploma in Tourism Management)

Bachelor of Tourism Management and Graduate Diploma in Tourism Management have smaller numbers of students, with pathways supported by academic arrangements with other tertiary institutions. A memorandum of understanding with the Tonga Ministry of Education enables students from the Tonga Institute of Higher Education to complete the Bachelor's degree with two further years of full-time study at AIS. Successful graduates can pathway to the Master's degree at Auckland University of Technology. Research was included in this focus area.

The scope and focus areas were agreed to by the organisation and decisions were based on an AIS review of self-assessment and information on programmes currently offered.

3. Conduct of external evaluation and review

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

Prior to the EER, the lead evaluator visited AIS to discuss the scope of the EER. A self-assessment summary was supplied in advance of that visit. After the selection of focus areas, and prior to the EER visit, relevant key documents were supplied to the evaluation team to support the plan of enquiry.

The on-site visit was conducted by a team of four evaluators over three days at the Mount Albert site, including both the St Helens and Asquith campuses. Discussions were held with the senior executive team, the board of directors, academic board, the self-assessment review group and the research staff. For each focus area,

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evaluative conversations were held with heads of programmes, lecturers, students, researchers and other key stakeholders, including student support staff and members of the advisory committees.

While on site, the organisation supplied a range of documents requested to support the evaluative conversations, and these were reviewed by the evaluators.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Auckland Institute of Studies Limited**.

AIS delivers highly relevant programmes which enable learners to successfully complete courses and qualifications. Achievement at AIS is consistently strong, as evidenced by the exemplary level of course completions and intentional focus on retention to support learners to achieve beyond the final date of their course. The achievement of Māori and Pasifika students is at similar levels to international and domestic students for course completions and is tracking below for qualification completions. There is good evidence that culturally appropriate learner support is having an impact on improving learner outcomes. Across the focus areas, staff monitor individual learner progress and achievement closely, and a range of strategies is used to provide appropriate support for those learners identified as at risk.

There is good evidence that students acquire industry-relevant, current skills through the intentional and consistent focus on the four core values of quality education, supportive environment, individual focus and real-world success. Several factors contribute to the valued outcomes for students, including the positive impact of the student job search coordinator, who supports students in their transition to work, the strong collaboration, collegiality and learner-centredness within programme teams, and the professional working relationships between staff and students.

The organisation is effectively managed with clear purpose to achieve its goal of providing quality, valued programmes within a strongly supportive learning environment for real-world success. There are excellent support systems to cater for the different learner groups. A comprehensive, integrated team approach to student support is led by the study skills advisor, and is dependent on strong working relationships with heads of programmes and lecturers. The range of services available are well utilised and highly valued by students. Support services include targeted workshops, individual tutorials and a study-buddy system (where buddies are mostly academic scholarship recipients).

The highly qualified, committed teaching staff maintain strong links and engagement with industry and other tertiary institutions, which informs the quality and relevance of the learning environment. Academic staff teaching on degree programmes are engaged in an extensive range of research activities as well as ongoing professional development. With the programme portfolio focused at levels 7-9, there is a strong emphasis on strengthening the research culture through a range of research activities, including hosting local and overseas conferences and an AIS research publication.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Auckland Institute of Studies Limited**.

The achievement of learners is being monitored at the learner, lecturer and programme levels. The progress of individual learners is tracked and there is a personalised approach taken to ensure learners succeed. Further analysis of aggregated learner achievement data is required at an organisational level to gain a comprehensive understanding of educational performance at all levels, and by ethnicities and priority groups to identify trends and target improvements.

Programme review and development is occurring on an ongoing basis and this is supported by the self-assessment review group's two-yearly evaluation cycle. There is a strong focus in the group's feedback reports on building capability in reflective practice through the evaluation process at this level. There is good evidence in these reports that staff are becoming more reflective and improvement-focused through the feedback required by the self-assessment review group process and the final sign-off of the reports.

Systematic student evaluations, graduate surveys and staff feedback are used to understand the needs of learners. These feedback mechanisms are used to inform review and improvement.

Graduate intentions and outcomes surveys and reports clearly demonstrate that graduate outcomes are immigration pathways and further study and employment, and provide affirmation that both graduates and employers highly value the graduates' attributes in the workplace. The recommendations from these reports indicate that there is more work to be done to strengthen the linkages between programmes and workplace requirements.

The overall comprehensiveness of the organisation's evaluation could be enhanced by the development of evaluation processes that bring together all activities across the institution to help further strengthen the organisation's understanding of its overall performance.

Findings¹

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 achieve well at AIS, as evidenced by high and sustained levels of successful course completions across all programmes (see Table 1).

	2012 %	2013 %	2014 %*
Course completions	96	96	95
Qualification completions	79	72	65
*2014 figures based on first two semesters only, not a full year			

The qualification completion rates and data are variable across programme areas. For example, in the two focus areas:

- The Postgraduate Business Administration qualification completions are 87 per cent for 2012, 80 per cent for 2013, and 88 per cent for 2014
- The Tourism Management level 7 qualification completions are 77 per cent for 2012, 65 per cent for 2013, and 63 per cent for 2014.

External benchmarks provide good evidence that AIS is performing above the Tertiary Education Commission published sector median across almost all educational performance indicators for domestic students (see Tables 2 and 3).

Domestic students	2011 %	2012 %	2013 %
Course completions	89 (85)*	85 (85)	83 (85)
Qualification completions	100 (80)	100 (80)	100 (80)
Retention	86 (75)	81 (77)	82 (77)
Progression	10 (20)	17 (23)	40 (23)
*PTE sector median in brackets			

² <http://www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/Educational-performance-at-individual-tertiary-providers/>

Table 3. AIS Māori/Pasifika learner achievement data, 2012-2014			
	2012 %	2013 %	2014 %*
Course completions	91	93	96
Qualification completions	64	55	45
*2014 figures based on two semesters only, not a full year			

There is good evidence that Māori/Pasifika learners achieve well at course level; however, qualification completions are lower. The number of Māori students is historically very low and Pasifika students, comprising 16.3 EFTS at all levels (including level 3) in 2013, are mostly in the Tourism Management and Hospitality Management degree programmes. To improve learner achievement, the Tourism Management head of programmes is closely monitoring the qualification completions for Māori/Pasifika learners, particularly in relation to completion timeframes, and providing relevant learner support. However, more work is required to fully understand the trends for this priority group.

The organisation requires achievement data to be analysed within the annual programme review reports, and individual course results summaries are submitted to the academic board with an analysis of achievement at course level, including information on why students do not complete the course. AIS uses its own definitions for qualification completion and retention to identify and provide further support for learners. For example, the retention data is based on the number of students who are supported to continue their study and complete beyond the end of the course in relation to the total number who do not complete on time. This measure is an indicator of the emphasis placed on supporting learners to achieve.

The self-assessment review group requires academic areas to reflect on educational performance data and, where relevant, to identify actions to improve learner achievement. There is clear evidence in the group's reports of worthwhile actions leading to improvements being implemented before the final sign-off of these reports.

The AIS English Language Centre measures cohort achievement by progression to destination programme at 90 per cent, or progression through language levels in a 12-week cycle at 91 per cent (target 90 per cent). The English for Academic Purposes programme specifically prepares students for progression to AIS degrees. In addition to improving English, learners gain confidence, make friends and learn about New Zealand and other cultures. Benchmarking and moderation processes with two other English New Zealand PTEs provide assurance of the quality of levels and assessments. Progress is monitored through the use of the NZQA-approved test of English proficiency at the beginning and end of the English for Academic Purposes courses.

In the Postgraduate Business Administration focus area, the head of programmes regularly monitors individual student success and progress and identifies

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interventions such as referrals to workshops and tutorials to enhance achievement. There is a strong emphasis on achieving skills to use in the real world, such as problem-solving and critical thinking skills. A graduate outcomes survey confirmed that the employers surveyed rated these skills highly in AIS graduates. Positive feedback from employers in the internship evaluations provides the evaluators with evidence that these learners have the knowledge and skills to make a valuable contribution to the workplace to which they are assigned. For example, one employer stated: 'if we had an opening we would not hesitate to employ [the intern]'. Learner achievement has been consistently high in this programme over recent years.

Staff closely track progress and achievement at the individual level, semester by semester, in the Tourism Management programme, and there is good evidence that there is clear understanding of each student's progression and achievement. For Māori and Pasifika students, there are targeted strategies to focus on the individual and early intervention to provide culturally appropriate learning support. However, more work could be done to monitor trends across the programme as a whole.

Aggregated learner achievement data is analysed inconsistently across programmes, as evidenced by the annual programme review reports. More work is required to analyse achievement data at organisational level to form an understanding of patterns and trends and evidence of how this understanding is used to make improvements and monitor effectiveness.

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**.

The evaluation team is confident that there is good value for learners who study with AIS. A recent report on graduate outcomes concludes that 'graduates from AIS programmes have clear aspirations in terms of three identified outcomes: immigration pathways, further studies and employment'. A graduate outcomes survey of 2012-2013 graduates indicates that 85 per cent of those responding gained employment, with a variance across programmes from 57 per cent in Hospitality Management to 95 per cent from the postgraduate programme. Fifteen per cent went on to further studies.

All students interviewed highly valued the learning environment provided by AIS for the opportunities to network with other students, the global perspective provided by lecturers who have worked in other countries and the range of international cultures within their class, the reputation of the programmes and the lecturers, and the safe supportive environment.

The addition of the internship within the Master of Business Administration and the links with InternNZ to provide professional opportunities in New Zealand and Australia have strengthened the outcomes for graduates, and interns are gaining employment following their internship. A key stakeholder indicated that they take graduates from AIS into their national accounting firm because of the quality of the graduates and their skills and abilities.

AIS has developed strong relationships with the Ministry of Education and Training in Tonga and the Tonga Institute of Higher Education to support the delivery of diploma programmes in Tonga that provide articulated pathways to the Bachelor of Tourism Management. Evidence in programme advisory minutes and self-assessment confirms that there are some employment opportunities available to students. An example of an outcome of value is the two Pasifika Bachelor of Tourism Management graduates from 2010 who have recently completed their Master's study at Auckland University of Technology and are now working in the tourism industry in Auckland.

Self-assessment reports focus on learner outcomes and feedback from employers; however, there is work to be done for AIS to further strengthen its understanding of value to employers and graduates across all programmes.

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

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

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

AIS is focused on meeting the needs of learners by providing clear learner pathways in the four main undergraduate programme areas, where learners can progress through diplomas at levels 5 and/or 6 to Bachelor's degrees. Similarly, students can complete the Postgraduate Diploma in Business Administration before progressing to the Master of Business Administration. The English for Academic Purposes programme closely matches the destination programmes in content and prepares students for success in degree studies, including research skills, presentations, academic writing and critical thinking.

There is clear evidence that relationships with overseas educational institutions such as the Tonga Institute of Higher Education and Manav Rachna International University enable students to complete diploma programmes in their home country and articulate to the Bachelor's degree programmes at AIS.

Programme design, course information, teaching and learning activities and delivery strategies are customised to support the learners, the discipline and the level of study. In response to student feedback, the Postgraduate Business Administration programme is planned to ensure that students can undertake study and work by scheduling classes and teaching blocks in the evening and at the

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weekend. This also enables discipline specialist teaching staff who have strong university teaching experience and/or current business expertise to be contracted for individual subjects. Students indicated to the evaluators that they valued the highly qualified lecturers from the Auckland university sector who are teaching on their programme at AIS. In response to learner needs and in alignment with the core value of providing a supportive learning environment, compulsory and supplementary workshops are scheduled to address any identified gaps in postgraduate-level study skills and knowledge. Students indicated to the evaluators that these workshops are open, well attended and provide very effective support to transition from undergraduate to postgraduate study. One student attributed her improved grades to the learning from the workshops.

Students in the Tourism Management programme said they were well supported in their learning and valued the increased contact time, additional tutorial support, easy access to lecturers and culturally appropriate study skills support. An example of identifying a need for additional English language support resulted in the English Language Centre retesting students and providing remedial teaching which had resulted in improved outcomes for the students.

The organisation as a whole is well connected with its business and community through the advisory committee structure, with regular meetings at least once a year to review current trends and discuss programme outcomes. The English Language Centre benchmarks student satisfaction with English New Zealand cluster partners; these partners confirm the significant benefits for them of the relationship with AIS, including the sharing of best practice and enhancing their own institute's teaching and learning. Student feedback in the programme self-assessment and review indicates a very high level of student satisfaction in all focus areas.

The head of programmes for Postgraduate Business Administration has embarked on a significant programme review in a systematic way to identify changes required to current courses to inform a future-focused programme structure to meet global business trends. An informal plan has been developed to further engage and consult with business and the wider community to gather evidence to inform this review. Advisory group members interviewed all indicated that they felt able to contribute in an advisory capacity, felt listened to, and are making a valuable contribution to programme improvements.

To increase Māori participation in programmes at AIS, a number of academic scholarships are available to Māori students. AIS has identified a need to improve its networks with Māori communities to attract more applicants.

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**.

Excellent feedback from students, both in their programme evaluations and to the evaluators, indicates that an engaging learning environment is being provided across the organisation by highly qualified and motivated staff. Teaching and learning is well resourced, with a strong emphasis on professional development to enhance teaching as well as build capability in the use of technology within the learning environment. Regular and timely feedback on student progress and the willingness of staff to provide additional support are highly valued by the students who recognise that this contributes to successful outcomes.

There is strong evidence that the quality of teaching is being effectively managed through a range of strategies, including the sharing of reflective practice, strong collegial support, and responsiveness to student feedback. Recent examples of improvements in the Postgraduate Business Administration programme include the reduction in time taken to mark assessments, the availability of marked scripts to students, the introduction of course workbooks, and the weekly course evaluations. Across the programmes, the internal and external moderation of assessment processes are robust and thorough, providing assurance of consistency and validity of achievement rates as well as being used to drive improvements.

AIS is achieving multiple outcomes in research. Currently 30 per cent of staff hold doctoral degrees, and by the end of 2015 this will have increased to 40 per cent as a result of current staff completing their doctoral degrees. In 2006, three staff held a Performance-Based Research Fund ranking, and in 2012 this had increased to five. Staff involved in research told the evaluators that 'as an institution we are research-active, and as an institution we are being recognised by our peers as a research-active organisation'. Evidence of this includes AIS organising international conferences in New Zealand and overseas, lecturers publishing jointly with students, staff research attracting external funding, AIS's recent appointment of a director of research to strengthen the research culture, AIS production of a research publication, encouraging students to present their research at national and international conferences, supporting emerging researchers, invitations to present at international conferences, and taking up research positions at Auckland universities. In addition, research outputs are listed in the annual programme reviews and include books and book chapters, conference presentations and consultancy projects. A new head of programmes commented favourably on the strength of the research culture and the management support in providing professional development opportunities to meet the needs of individual staff members.

Teacher observation and student feedback are used to inform performance development and are used purposefully to build overall capability across teaching teams. New staff are required to complete a tertiary teaching qualification.

Strategies to detect plagiarism and identify knowledge gaps are in place. In addition to coverage at orientation and additional information provided to students, electronic mechanisms are used to check assessments, and student progress and previous academic levels are used as key indicators for further scrutiny. Records of disciplinary action indicate that these strategies have kept the incidence of plagiarism to a minimum.

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 **Good**.

Across the organisation there is good evidence of a variety of student support and guidance strategies to ensure that students complete their learning and achieve their qualifications. In line with the core value of providing a supportive environment, learner support is embedded within the culture of the organisation and responsibility is shared across all staff (academic, non-academic, and management).

The comprehensive student support team provides enrolment advice, study skills support, student job search, work placement and internship support, and appropriate and timely support for postgraduate students who attend classes at the weekends. There is a strong focus on linking students with first language staff to provide a point of contact and support to inform and clarify issues, to support integration into the New Zealand context and learning environment.

The study skills advisor works closely with the heads of programmes and academic staff to provide relevant and targeted support to learners. This includes individual support for study skills, group workshops, customised workshops, and managing the 'study-buddy' system which uses high-achieving students to support those who need additional study skills. Tracking of students who have received additional study skills support indicates that the support has led to improved grades. Academic scholarships are awarded for excellence, and the number of recipients is increasing – in 2007 1.8 per cent of learners received these scholarships, and this has increased to 9.6 per cent in 2014.

The work placement coordinator supports students to connect with employers and also supports the internships at Master's level. The success of this service has led to the decision to expand the staffing in the coming months.

Emphasis is placed on the orientation for new students, first as a whole group and then followed by support groups set up for different cultures, customised to the

composition of the new cohorts each semester. Other activities that provide opportunities to use English language and experience New Zealand culture include sporting events and whānau evenings for Pasifika students. The student council is active in providing relevant activities and events.

Students indicated to the evaluators that they feel well supported and value the open access to lecturers outside class times as well as the academic advice and guidance provided by staff, who clearly understand the challenges for international students in terms of culture shock and change of learning environment and style of delivery.

A range of strategies are used to evaluate the effectiveness of student support – surveys, exit survey, website, and a student-management forum. A research study into student support strategies for Māori and Pasifika learners provides good evidence of appropriate mechanisms and indicates a high level of student satisfaction with the student support provided by AIS.

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**.

The governance and management teams of AIS are highly effective in supporting educational achievement. The organisation has made significant changes to remove layers of management, resulting in more staff being involved in decision-making, with a single executive team open to all directors and management. In 2012, management highlighted two strategic areas for future focus and improvement: to explore, integrate and expand industry linkages, and to 'get smarter electronically'. The successful introduction of internships and job placements, the reviews of the composition of advisory committees, and building business networks and partnerships locally and overseas are evidence of strengthening industry linkages. Prioritising the upgrading of the information technology infrastructure as part of a long-term development plan is in response to adverse student feedback. A significant investment in a Wi-Fi system upgrade is being implemented and has already resulted in improved Wi-Fi speeds and improved access in all parts of both St Helens and Asquith campuses.

There is strong evidence that the organisation's core values are embedded within the culture, and staff are committed to integrating these values in their programmes and learning environment. The organisation has a robust framework for both academic and operational management which supports consistency and high performance across all programmes. High-quality, industry-experienced staff are recruited with strong discipline knowledge and understanding of the needs of international students.

The staff interviewed feel valued and supported by management, and newer staff appreciate the induction and buddy system and the collegial sharing environment. Staff clearly understand the performance review processes based on programme reviews, self-assessment, peer observations and student evaluations. The annual staff satisfaction survey is a useful tool which has led to a number of improvements including increased communication between management and staff and more professional development workshops. Feedback has also led to staff satisfaction being used as a key performance indicator in the business plans, and trends are identified and action plans monitored.

The academic board has an effective strategy to discuss and monitor learner achievement and programme development through the presentation of course summaries three times a year. This self-assessment gives evidence of learner progress and provides an opportunity to obtain peer feedback and implement timely improvements. Staff commented that this provided useful feedback to inform improvements. An English New Zealand audit of the English Language Centre in 2014 indicated that AIS met the required standard with a number of commendations and suggestions.

The quality of the delivery of AIS diploma programmes at Manav Rachna International University in India is monitored by an annual quality assurance visit and a report to the academic board. This comprehensive report on the quality of delivery, moderation of assessments, and the effectiveness of teaching and academic results is provided to the academic board with recommendations for improvement and action plans. The internal and external moderation results reviewed by the programme committees and academic board of AIS were thorough and constructive and supported by external moderation from subject specialists at other Indian universities.

There is no evidence that the academic board undertakes a review to monitor the effectiveness of its performance.

To understand the needs of the sector, management and staff are involved in review groups for the Targeted Review of Qualifications process and understand the implications of the newly listed qualifications and their impact on AIS programmes.

The board of directors focuses mainly on financial management and performance and high-level strategic direction of investment in the long-term future of AIS. The business planning and review process overlaps the structured educational review process, such as programme self-assessment and review and self-assessment review group reporting processes. The self-assessment framework is still evolving, with a focus on the collection of evidence and reporting of data on educational performance. There is some evidence of analysis of contributing factors to performance, but this analysis is not yet fully implemented and there is a need to monitor the effectiveness of improvements.

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 **Good**.

2.2 Focus area: Postgraduate Business Administration programmes

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: English Language Centre

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

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

2.4 Focus area: Bachelor of Tourism Management (including Graduate Diploma in Tourism Management)

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

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

Recommendations

NZQA recommends that Auckland Institute of Studies:

- Formalise an organisational self-assessment strategy and plan to provide clear direction on self-assessment and review at all levels of the organisation.
- Strengthen performance information to include analysed, benchmarked and evaluated achievement outcomes data at organisational level.
- Develop a process for reviewing the effectiveness of the academic board and other management teams in their governance and management roles.

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 NZQA Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

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

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

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

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

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

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

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