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# External Evaluation and Review Report

New Zealand Tertiary College Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 3 October 2018

# About New Zealand Tertiary College Ltd

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*New Zealand Tertiary College (NZTC) has delivered early childhood education training since 1982 and health and wellbeing qualifications since late 2016. Qualifications range from level 3 to Master's level 9. Delivery is global and through different delivery modes.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 2, 1 Marewa Road, Greenlane, Auckland
Code signatory:	Yes
Number of students:	<ul style="list-style-type: none"><li>• Domestic: 1510 (2017) – 147 Māori (6.1 per cent) and 76 Pasifika (3.1 per cent)</li><li>• International: 900 (2017) (approximately 10 per cent off-shore)</li><li>• Main ethnicities: New Zealand European (n=970, 40.3 per cent); Chinese (n=629, 26.1 per cent); Indian (n=290, 12 per cent)</li></ul>
Number of staff:	111 full-time and 5.41 part-time equivalents
TEO profile:	See: <a href="#">NZQA – New Zealand Tertiary College Limited</a>
Last EER outcome:	Highly Confident/Highly Confident (2014 EER)
Scope of evaluation:	<ul style="list-style-type: none"><li>• International Students: Support and Wellbeing</li><li>• Master's programmes: (35 enrolled in 2017)<ul style="list-style-type: none"><li>- Master of Early Childhood Education (Level 9)</li><li>- Master of Education (ECE) (Level 9)<sup>1</sup></li></ul></li><li>• Health and Wellbeing Programmes<sup>2</sup> (115 enrolled in 2017)<ul style="list-style-type: none"><li>- New Zealand Certificate in Health and Wellbeing – Health Assistance Strand (Level 3)</li><li>- New Zealand Certificate in Health and Wellbeing (Advanced Support) (Level 4)</li></ul></li></ul>
MoE number:	8619
NZQA reference:	C29887
Dates of EER visit:	10, 11 and 12 July 2018

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<sup>1</sup> NZQA approved December 2010 and November 2015 respectively

<sup>2</sup> NZQA approved September 2016

# Summary of Results

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*Exceptional educational performance and capability in self-assessment is supported by strong sector links, input and needs analysis. Organisational values, leadership and investment drive high quality expectations, achievement, processes, support, and continuous improvement.*

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## **Highly Confident in educational performance**

- Valued outcomes, high achievement and relevant learning opportunities are supported by highly effective processes, including NZTC's excellent online learning and academic and pastoral support.
- NZTC's mission statement and values are integral to the organisational culture and contribute to all key activities, their integrity and authenticity.

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

- NZTC contributes significant value to its communities, including sharing research and knowledge to benefit the early childhood education and health and wellbeing sectors.
- Extensive needs analysis ensures NZTC responds well to sector needs. Programmes are carefully developed and reviewed to ensure strong matching of needs.
- Staff and learner professional development and career advancement are nurtured. Research is incorporated into teaching and learning.
- NZTC reviews and strengthens its performance based on quality self-assessment. Feedback is valued and used, and external insights are invited.
- No significant gaps or weaknesses were found.
- There is very strong evidence of the continuity of exceptional performance and self-assessment.

# Key evaluation question findings<sup>3</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Course completions have remained between 88 and 90 per cent since 2013 (Appendix 1). NZTC's benchmarking shows NZTC exceeding the 2016 PTE sector median and on par with Auckland University.</p> <p>International learner course completions were 89 per cent in 2016 and 2017. Māori and Pasifika completions have been consistently above sector medians. In 2017 Pasifika completions are lower than before. Strategies to raise Māori and Pasifika completions warrant further/ongoing evaluation.</p> <p>In late 2016-2017, NZTC piloted its new level 3 and 4 health and wellbeing programmes. Course completions<sup>4</sup> exceed the PTE sector median. This is an excellent result for new programmes and a student cohort including older learners returning to education and new to online learning.</p> <p>Course completions for the Master's programmes<sup>5</sup> are lower than overall organisation results. This data is skewed for reasons such as small enrolments, the recent (2016) commencement of the Master of Early Childhood Education (MECE), and some learners changing between Master's programmes and from full to part-time study. Reasons for withdrawals are well understood and not attributed to any identified gaps or weaknesses. With around 10 per cent non-completions each year, NZTC understands the reasons for individual non-completion and uses this information for programme review and improvement.</p>
Conclusion:	High achievement is supported by robust learning, academic and support processes and effective online learning. Mostly,

<sup>3</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>4</sup> Level 3: 83 per cent and level 4: 90 per cent.

<sup>5</sup> Combined course completions for 2016 and 2017: Master of Early Childhood Education: 81 per cent and Master of Education (ECE): 71 per cent.

	course completions exceed benchmarks. Achievement is closely monitored.
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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>NZTC's online learning and off-shore delivery provides access to educational opportunities. NZTC contributes knowledge to benefit its communities, including co-developing New Zealand's e-learning guidelines, annual research symposiums, and gifting its Te Reo Māori resource to early childhood centres and learners. A shared repository with Digital NZ enables public access to graduates' theses. NZTC's early childhood education, refereed online journal, He Kupu<sup>6</sup>, has over 8000 subscribers.</p> <p>The health and wellbeing programmes provide significant added value. Health care workers gain the theoretical knowledge underlying their practice. Their study validates existing knowledge and skills and gives them confidence to participate in care planning and decision-making. Health care practices have benefited from this improved and shared knowledge, with clients (and family members) being offered better-informed care.</p> <p>Eleven of 35 students have graduated with the Master of Education (MEd) since 2013 (12 are current and 12 withdrawn). NZTC responded to learners' needs for Master's-level study that was not research-based with the 2016 introduction of the Master of MECE. Some learners from the MEd have changed to this programme. Enrolments in the MECE doubled in 2017 and 15 learners have now graduated (20 are current, six withdrawn).</p> <p>Stakeholders value the practicality of the Master's programmes. Graduates have applied the knowledge and skills gained in their jobs, enhancing the practices of colleagues and early childhood centres. Valued outcomes include confidence to share and use knowledge, role diversification and increased salaries.</p>
Conclusion:	NZTC contributes significantly to the sectors it serves. Graduates use their knowledge to enhance their early childhood education and health and wellbeing practice.

<sup>6</sup> [He Kupu – The Word](#)

### 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>NZTC analyses sector needs to ensure programme relevance and quality. This was seen through NZTC’s development of new health and wellbeing qualifications and the extent to which NZTC has integrated itself into that sector.</p> <p>Conceptual frameworks are developed for each programme and link programmes to NZTC values and sector needs and guide programme review. Feedback is purposefully and regularly sought from learners, staff and key stakeholders and used to ensure programme relevance, as is input from external examiners, moderation and monitoring.</p> <p>NZTC’s online learning platform (NZTC online) engages learners in a continuous interplay of theory and practice and reflective tasks. NZTC online is reviewed to ensure it maintains relevance, meets learners’ needs and aligns with e-learning guidelines.</p> <p>Academic processes and standards are authentic and learner-centred. Successive monitoring reports recognise assessment and moderation as reasonable and robust. Moderation is used to ensure fair and valid assessment. NZTC improves its assessment in response to self-review (e.g. improving assessments for health and wellbeing distance learners).</p> <p>Programme reviews are informed by learner surveys covering all aspects of teaching and learning and the NZTC experience. In 2016, 94 per cent of learners said they would recommend NZTC.</p> <p>External monitoring of NZTC’s programmes have endorsed quality delivery in successive years. As an indicator of NZQA’s confidence, NZTC moved to self-monitoring of its Bachelor of Education (ECE) in 2016 and post graduate programmes in 2017.</p>
Conclusion:	<p>Academic processes are authentic, robust and learner-centred. Programmes are closely matched to stakeholders’ needs. Stakeholder feedback is regularly sought and used to ensure relevant programme design and delivery.</p>

## 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>Learners' goals and suitability are assessed by an in-depth interview and a learner's statement of purpose. Learners complete an academic honesty course to understand academic requirements, receive feedback on an initial (non-assessed) piece of work, and complete an introductory online learning course. NZTC online contains key study information, learning and teaching resources and materials. During the EER it was identified that general 'FAQ' information in the student prospectus required amending to clarify minimum study hours.</p> <p>Student feedback attests to NZTC online being engaging and easy to use, with extensive support readily available. The 2017 postgraduate monitoring report noted NZTC's online platform and systems to be world class and very high quality.</p> <p>NZTC discussion forums are an excellent tool supporting knowledge acquisition and learning. Active and regular engagement is required. Teaching staff pose questions and challenges to facilitate discussion and learning, and embed literature and reference materials. They gradually lessen their control of the forums to encourage learning communities and learners to take control of their learning. The extent and quality of engagement is closely assessed and monitored to facilitate academic and pastoral support.</p> <p>Student support is responsive and effective, with 97 per cent of 2016 student survey respondents satisfied with the pastoral support accessed. A recent monitoring report stated: 'The student and Associate Teacher support systems continue to be outstanding ... International students, domestic students and Māori and Pasifika students are all separately considered and offered uniquely tailored advice and guidance'.<sup>7</sup></p>
Conclusion:	Learners are effectively involved in their learning and are supported by effective social and academic support. Support is proactive and responsive and tailored to individual needs.

<sup>7</sup> 2017 Bachelor of Teaching monitoring report, p14.

## 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>Academic quality, leadership and organisational oversight are supported by strong interconnectedness and information flow between governance and management and NZTC's advisory groups and academic boards, who value and contribute to NZTC's success. A three-day annual leadership summit informs organisational review and planning.</p> <p>NZTC's mission and values are clear, integral, and present in all organisational activity. NZTC supports educational achievement through a focus on equitable access to education and the sharing and building of sector and practitioner knowledge.</p> <p>Annual staff appraisals inform professional development. NZTC supports staff career advancement and professional and academic development. Staff credentialing and knowledge are built alongside the development of new programmes.</p> <p>NZTC supports the professional development of learners and peer and industry networking through professional development evenings relevant to the early childhood education and health and wellbeing sectors and in specialist areas (e.g. dementia).</p> <p>Resources are allocated to support high quality learning, teaching, research and continuous improvement. The NZTC library is valued and new resources are added. Research is valued and invested in. A research ethics committee and postgraduate studies committee contribute to the quality of student research. As noted by the 2017 postgraduate monitoring report (p.13): '...research activity at NZTC is appropriate and commendable. With clear vision from leadership and articulated in a strategic research plan 2016-2019, the staff engage in programs of research that are focused, practical and applied'.</p>
Conclusion:	<p>Educational achievement is supported by effective academic leadership, investment in quality systems and processes, continuous reflection and improvement, and the embedding of NZTC's mission and values in all key activities. Staff and learners are valued and their wellbeing and professional development and advancement are supported.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>NZTC plans for and regularly reviews its management of key compliance accountabilities which are clearly identified. Attestations have been submitted as required.</p> <p>With one exception, NZTC has had no compliance issues with NZQA and a strong approval and accreditation history. In 2017, NZTC misinterpreted NZQA's requirements relating to the English language proficiency of off-shore students. NZTC has resolved the issue with the 17 learners impacted and the case has now been closed by NZQA.</p> <p>NZTC monitors its Bachelor of Education (ECE) and postgraduate programmes following successive positive monitoring reports. Tertiary Education Commission audits have required only minor improvements.</p> <p>In 2017, NZTC audited its student files following some self-identified errors. Staff training and corrective action were taken. Student files reviewed at the EER were all in order.</p> <p>Self-review of the Education Code of Practice is completed annually. Surveys of international students provide a further check that Code outcomes are being met. NZTC's student management system records student insurance and visa information and flags renewal requirements.</p> <p>Learner attendance is tracked. International students must attend on-site tutorials to meet programme and Immigration New Zealand requirements. This is stated in programme information online (but not in the student prospectus).</p> <p>NZTC understands and monitors compliance with programme learning hour requirements. It recently completed a review of learning hours, submitting its analysis to NZQA. NZTC notes students are most likely exceeding minimum hours because it is not possible to fully track their own initiated learning.</p>
Conclusion:	NZTC is aware of and has established processes to plan for and check compliance with its multiple accountabilities. With one exception in 2017, NZTC has an excellent compliance history with NZQA.

# Focus Areas

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

## 2.1 Focus area: Health and Wellbeing programmes

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 2.2 Focus area: International Students: Wellbeing and Support

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 2.3 Focus area: Master's programmes

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

# Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that New Zealand Tertiary College Limited:

- Evaluate the combined impact of initiatives to support and enhance Māori and Pasifika achievement as part of NZTC's focus on lifting Māori and Pasifika course completions.
- Amend 'FAQ' information in the student prospectus to ensure minimum study hours are clearly described.

# 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. Course completions 2013-2017**

	2013	2014	2015	2016	2017
<i>NZTC course completions</i>	90%	91%	90%	89% <sup>8</sup>	86%/88% <sup>9</sup>
<i>Māori</i> <sup>10</sup>		83%	84%	82%	76%/81%
<i>Pasifika</i> <sup>11</sup>		83%	86%	83%	74%/78%

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<sup>8</sup> NZTC reports the 2016 PTE sector median as 82 per cent and University of Auckland course completions as 89 per cent.

<sup>9</sup> Where two different figures are presented for 2017 data, this reflects Tertiary Education Commission Single Data Return calculations from closed-off annual intakes (the lower result) and NZTC figures based on completed rolling intakes (higher result).

<sup>10</sup> PTE median 79 per cent in 2014 and 72 per cent in 2016.

<sup>11</sup> PTE median 80 per cent in 2014 and 75 per cent in 2016.

# Appendix 2

## Conduct of external evaluation and review

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

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>12</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>12</sup> NZQA and the Tertiary Education Commission comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the 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](http://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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