



Report of External Evaluation and Review

Sir George Seymour National College
of Airline, Tourism & Travel

Date of report: 29 June 2010

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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.

Brief description of TEO

Location: Auckland, Hamilton, Wellington, Christchurch, Dunedin

Type: Private Training Establishment

Size: 822 students, 70 staff

Sites: As above

Sir George Seymour (SGS) is a PTE specialising in airline, tourism and travel training. Its core purpose is to develop well trained employees with relevant qualifications to meet industry demand. The college was founded in 1991 and has campuses in Auckland, Hamilton, Wellington, Christchurch, and Dunedin.

SGS shares governance and management functions with another tourism and travel training provider, Travel Careers and Training Ltd (TCT). The two owners and a management team work across campuses for both organisations.

SGS specialises in level 3 and 4 qualifications and is accredited to deliver six qualifications. Each qualification has national certificates embedded within it. Three national certificates are delivered as stand-alone courses: the National Certificate in Tourism and Travel (Core Skills), National Certificate in Travel (Level 4) and National Certificate in Tourism (Tour Leadership).

The majority of students enrol in the Certificate in Travel, Tourism and Business, the Certificate in Advanced Travel, Tourism and Business, and the Certificate in International Flight Attending.

Courses offered are:

- **Certificate in Travel, Tourism and Business** (25 weeks) which includes the National Certificate in Tourism and Travel (Core Skills), National Certificate in Travel (Level 3), National Certificate in Computing (Level 3)
- **Certificate in Advanced Travel, Tourism and Business** (37 weeks) which includes the National Certificate in Tourism and Travel (Core Skills), National Certificate in Travel (Level 3), National Certificate in Computing (Level 3) National Certificate in Travel (Level 4)

- **Certificate in Travel and Tourism (Cabin Crew Preparation)** (31 weeks) which includes the National Certificate in Tourism & Travel (Core Skills) National Certificate in Travel (Level 3) and the National Certificate in Computing (Level 3)
- **Certificate in Cultural Tourism** (34 weeks) which includes the National Certificate in Tourism and Travel (Core Skills), National Certificate in Travel (Level 3), National Certificate in Computing (Level 3) and the National Certificate in Tourism Māori (Level 3)
- **Certificate in Travel and Tourism (Conference and Events)** (37 weeks) which includes the National Certificate in Tourism and Travel (Core Skills), National Certificate in Travel (Level 3), National Certificate in Computing (Level 3)
- **Certificate in Tourism Operations and Guiding** (30 weeks) which includes the National Certificate in Tourism and Travel (Core Skills), National Certificate in Computing (Level 3), National Certificate in Tourism Guiding (level 3)
- **National Certificate in Tourism and Travel (Core Skills)** (Level 3)
- **National Certificate in Travel** (Level 4) (12 weeks)
- **National certificate in Tourism (Tour Leadership)** (Level 4) (16 weeks)

SGS was previously quality assured by NZQA in 2006 under the audit system. The college met relevant NZQA requirements and the Code of Practice for the Pastoral Care of International Students.

Executive Summary

Statement of confidence on educational performance

NZQA is **highly confident** in the educational performance of **Sir George Seymour National College of Airline, Tourism & Travel**.

Key reasons for this are:

- In 2008 and 2009, 87 per cent of students gained their qualification. This is an excellent outcome compared with the sector benchmark of 55 per cent.
- Of the 2008 graduates, 62 per cent gained employment in the industry, and 6 per cent went on to further study. These results compare very well with sector benchmarks.
- In 2009, the college's goal to have 80 per cent completion rates, for all students, across all five campuses, was realised. The sector benchmark is 70 per cent.
- Students reported very high levels of satisfaction with course content, tutor preparation, and presentation and college facilities, which contributed to their ability to learn well.
- Eighty nine per cent of students reported that they were satisfied, very satisfied or extremely satisfied with their course.
- The college's dual focus on achievement of qualifications and employment outcomes is measured each month and reported on to senior management.
- Students enrol to learn about and train for jobs in tourism and travel. Students, tutors, and employers reported that students were very well prepared for work experience and subsequent employment opportunities.
- Students are assessed throughout their course of study. Accurate records are kept of feedback given and final results.
- Issues, academic or personal, are dealt with appropriately and in a timely manner.
- Students and staff mentioned the quality, responsiveness, and availability of management and owners to address issues and concerns and include them in decision-making.
- This success can be attributed to initiatives such as: Q-Time, individual action plans for students falling behind, staff professional development about the needs of Māori and Pasfika students and improvements in the collation of data from electronic Student Management Systems, such as Survey Monkey.

Statement of confidence on capability in self-assessment

NZQA is **highly confident** in the capability in self-assessment of **Sir George Seymour National College of Airline, Tourism & Travel**.

Key reasons for this are:

- The college's self-assessment is comprehensive and robust. It reflects the college's activities and emphasises the importance of learning outcomes for students.
- The process and procedures reported in the organisation's self-assessment report are carried out in practice and enable staff to monitor and review their educational effectiveness.
- Staff show understanding and commitment to the business and value the working environment which is consultative.
- The college understands that educational, social, cultural, and personal outcomes for students are interdependent. This focus is reflected by comments students made in interviews and written evaluations where they consistently reported positive experiences at the college.
- The regular interactions with industry boards mean SGS has the opportunity to stay current with industry best practice. This information assists with future decision-making and strategic initiatives and can be used to contribute to ongoing improvement and self-review.
- Staff will continue to use ongoing self-review to inform strategies, such as the Management Mentoring Programme ('Mintees') to improve the business and keep themselves well informed.
- A student support initiative called Q-Time (where students meet with their tutor every six weeks) resulted from the college recognising that the rapport students build with their tutors is a key factor in their retention and success rates. The initiative was successful and was implemented across all campuses in 2010.
- Self-assessment at SGS is a systematic, comprehensive and robust process used to continually drive both organisational performance and improvement.

TEO response

Sir George Seymour National College of Airline, Tourism & Travel has confirmed the factual accuracy of this report.

Basis for External Evaluation and Review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITPQuality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria approved by the NZQA Board.

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).

Findings

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

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/for-providers/keydocs/index.html>

Outline of scope

The agreed scope of the external evaluation and review of Sir George Seymour National College of Airline, Tourism & Travel included the following mandatory focus areas:

- Governance, management, and strategy
- Student support, including international students.

The focus area and programme chosen for evaluation were:

- Māori and Pasifika
- Certificate in Advanced Travel, Tourism and Business.

Māori and Pasifika was chosen as a focus area because there was some variation in achievement levels in these groups compared with others. Also, 22 per cent of students identified as Māori and 13 per cent identified as Pasifika. Any issues identified are being addressed on an ongoing basis through staff training.

The Certificate in Advanced Travel, Tourism and Business includes the National Certificate in Tourism and Travel (Core Skills), the National Certificate in Travel (Level 3), the National Certificate in Computing (Level 3), and the National Certificate in Travel (Level 4). The course also attracts the greatest number of student enrolments.

Part 1: Answers to Key Evaluation Questions across the organisation

This section provides a picture of the TEO's performance in terms of the outcomes achieved and the key contributing processes. Performance judgements are based on the answers to key evaluation questions across the focus areas sampled. This section also provides a judgement about the extent to which the organisation uses self-assessment information to understand its own performance and bring about improvements, i.e. capability in self-assessment.

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 **Excellent**.

Context

There are five campuses in each major New Zealand city. For all courses delivered at each campus, classes are small, with a maximum of 18 students in each group. While there are variations across campuses in relation to learner achievement, these differences are not significant.

Explanation

Both students and staff reported high levels of satisfaction with students' academic progress. Student satisfaction ratings for 2008 showed that 89 per cent of students rated themselves as being "satisfied" to "extremely satisfied" in the overall course satisfaction items on the college evaluations. Students were also asked to rate their contribution to their course regarding their participation and attitude to learning. On a 1-5 scale with 1 being not satisfied and 5 extremely satisfied, students at all campuses rated themselves at 4 or above for both criteria. This was confirmed by students interviewed who were engaged and enthusiastic about their career choices.

In 2008, 92 per cent of students were aged less than 25 years; 33 per cent were enrolled in a level 4 qualification and of those students 87 per cent completed the qualification. SGS attributes this good result to the monthly monitoring and action plans put in place in 2008. This data also shows that SGS is meeting the Tertiary Education Strategy regarding successful participation of people 25 years or younger in qualifications at level 4 or above.

Twenty-two per cent of students identified as Māori and 13 per cent as Pasifika. The college is committed to improving the achievement levels of these two groups. (Refer to Focus Area 2.3 of this report.)

In 2008, 87 per cent of students gained a qualification and 62 per cent of these students gained employment in the travel and tourism industry in organisations such as travel agencies, wholesale travel companies, airlines, inbound tour companies, tourist information offices, rental vehicle companies, hotels, and cruise ships. Six per cent of these students went on to further study at a higher level.

Qualification completion data that SGS provided for the years 2005, 2006, and 2007 tracked at 67 per cent and 77 per cent respectively. The increase from 67 per cent in 2005 to 87 per cent in 2008 was attributed by SGS as being directly related to monthly monitoring and review of student results. Since 2008, tutors have responded to poor student results by developing action plans with the individual student, to identify and address the barriers to their progress.

The college's goal is to have 80 per cent completion rates across all five campuses. The only campus which did not reach this goal in 2008 was Christchurch, at 77 per cent. To address this issue a manager from another centre took over the running of the Christchurch campus, resulting in the campus student achievement coming back into line with other campuses. SGS benchmarks its achievement and completion rates and employment outcomes against its sister PTE, Travel Careers and Training.

Students at SGS found the staff enthusiastic and committed to student achievement. They respected the industry knowledge of the tutor group and were confident they were being taught by well-qualified industry specialists.

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 **Excellent**.

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

Context

The college is a major provider of travel and tourism education and training in New Zealand. Each campus has its own advisory board to provide external advice from industry experts. In 2008, feedback from all five advisory board meetings was collated into a report of common issues and recommendations which each campus reviewed.

Explanation

The College has analysed its employment data to identify the sectors of the travel and tourism industry that employ SGS graduates. The goal is that 60 per cent of students gain employment after completing their qualification. In 2008 this goal was reached for all but two of the qualifications offered by SGS. This may be a result of the current economic situation; however, overall the college is meeting industry skill requirements.

Each campus makes, on average, 35 industry visits each year. While these visits are important SGS has identified that they could be used more effectively to gain information about industry trends.

Students at SGS found the staff enthusiastic and committed to student achievement. They respected the industry knowledge of the tutor group and were confident they were being taught by well-qualified industry specialists.

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**.

Context

SGS graduates are employed in the travel and tourism industry in organisations such as travel agencies, wholesale travel companies, airlines, inbound tour companies, tourist information offices, rental vehicle companies, hotels, and on cruise ships. Six per cent of students who complete a course at SGS go on to further study at a higher level.

Explanation

Students were asked to rate their contribution to their course regarding their participation and attitude to learning. On a 1-5 scale with 1 being not satisfied and 5 extremely satisfied, students at all campuses rated themselves at 4 or above for both criteria. If a student rating is below 3 the tutor will work with the student to develop an action plan to address the identified issues.

In 2008, 62 students withdrew from SGS campuses. There was a 10 per cent withdrawal rate from the Auckland campus, with all other campuses on 5 per cent or lower. SGS attributes this improvement to the focus on increasing student motivation by making learning “fun” through, for example, competitions and programmes that better meet the needs of learners.

There are several ways student engagement is maintained, among them Q-Time or quality time, where the students meet with the course tutor every six weeks to discuss their progress, a system which encourages a sense of belonging or whānau (family) within the student group and where the class tutor is seen as a ‘special mentor’. This helps to build a team spirit where students look out for each other and learn skills to work cooperatively with people different to them. This is good preparation for an industry where they will be required to meet the needs of diverse stakeholders.

The college works closely with around 136 secondary schools throughout New Zealand, as part of the Secondary Tertiary Alignment Resource (STAR) programme. Students gain the National Certificate in Tourism and Travel. The relationship with secondary schools is very important as it introduces students to the travel and tourism industry and is a potential source of future enrollees for SGS.

Each campus has a staff member with employment liaison duties who visits worksites where graduates from SGS have been employed. The visit happens three months into the job. The feedback gathered is used to see if graduates have the correct skill set to be work-ready and any gaps found are used to inform future programme design at the college.

Employers contacted mentioned that discussions about industry needs are clear and open and they are able to tell SGS the qualities required from potential employees. They verified that because SGS graduates possess the necessary skills and attributes SGS is often the first organisation contacted when looking for new recruits. Feedback from previous SGS graduates, who visited SGS to speak about their work experience, confirmed to the current

student group and the evaluation team that the skills they were learning reflected best industry practice.

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 **Good**.

Context

At annual appraisals a professional development plan is negotiated with each staff member. There are clear career paths and incentives for academic staff at SGS. Tutors are encouraged to work towards a formal qualification in teaching and all tutors are required to complete unit standard 7091, *Establish a culturally safe and inclusive learning environment for adults in New Zealand's cultural setting*, as part of their professional development. Tutors are industry specialists who bring a wealth of knowledge and enthusiasm to their role.

Explanation

Student feedback and interviews with students indicate high levels of satisfaction with the tutor preparation and delivery of courses. They also reported that the course content prepared them well for work opportunities. Students said tutors were well prepared, knowledgeable, responsive to individual student needs, and available to give extra tuition if required. Staff accommodated different learning styles, had access to shared resource materials to enliven their class teaching, and worked willingly with students who needed extra tuition.

All staff are provided with a manual outlining day-to-day information and administration. The manual is a useful reference document for new staff and is up-dated regularly.

Students are provided with monthly reports of their results. Students who are falling behind develop an action plan with their tutor. SGS believes this early intervention has resulted in improved academic performance and course completion. For example, in 2008, of 40 per cent (328) of SGS students who enrolled in a level 4 qualification, 94 per cent completed their qualification and 100 per cent gained credits towards a level 4 qualification. These results indicate that SGS tutors are effective teachers who engage their students well.

Tutor evaluations are carried out six-weekly, mid-course and end of course. The end-of-course evaluation includes questions about the campus, management, and the head of school. Feedback from all five campuses is collated and discussed by the senior management team. This keeps senior management informed and allows each campus to identify any issues that are specific to a particular course or are campus-wide. It also means managers at each campus receive high level advice and support with any emerging issues and that student comments and opinions, where appropriate, can be factored into future course curriculum and content.

Graduates felt confident and well prepared for job interviews. They attributed this to role-playing interview skills and support and guidance provided by the employment liaison personnel at SGS.

However, some international students felt that their tutors expected them to help other international students who were falling behind and that this was stressful for them. They also commented that they did not think some students had the level of English language required for successful study.

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**.

Context

Students are provided with study information and advice. They reported that they understood when and how they would be assessed and the policy on re-sits.

Explanation

Learners reported that the staff were open, friendly, and approachable. Each student had a mid course interview with the Head of Studies to discuss progress and any issues.

The concept of the tutor being viewed as a 'special mentor' has encouraged a feeling of belonging and working together to reach outcomes. This has meant students help each other and develop a collective sense of achievement. Staff were enthusiastic about preparing students for an industry they love where the ability to develop quick and genuine rapport with others is highly valued. Students agreed that the learning environment was inclusive and there were no barriers to learning.

Staff described some students who entered the class as shy and introverted and emerged as confident and work-ready. Tutors give extra support and guidance to these students as they know the industry requires people with well-developed interpersonal skills who are capable of judging situations quickly and responding appropriately.

Employment liaison follow-up occurs after students have been in work for three months. Information gathered from these visits, where both employer and employee are consulted, is used to inform programme content changes. This ongoing support and interaction benefits employees, employers, and current students and staff as it is a way to ensure course content is aligned with current industry practice.

Management analysis of student absenteeism led to the conclusion that student absence was the main reason students withdrew from study. The subsequent retention plan initiated was successful.

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 **Excellent**.

Context

Sir George Seymour shares governance and management functions with Travel Careers and Training Ltd (TCT). The two owners and a management team work across campuses for both organisations. The aim is to align policies and procedures and share personnel and facilities to enhance the educational outcomes for students at both SGS and TCT.

Explanation

Self-assessment at SGS and TCT is a systematic, comprehensive and robust process used to continually drive both organisational performance and improvement. It is embedded into the day to day operation of SGS and TCT and is understood and wholeheartedly supported by staff. The results and analysis of data derived from self assessment are used to review current practice and inform future planning initiatives. It was evident to the evaluation team that SGS has developed a system of self review that reflects their core business, is responsive to the ever-changing travel and tourism industry and supports the best possible outcomes for students.

SGS is a large organisation where the governance and management functions are discrete. However, the governance team works closely with senior managers of both SGS and TCT. For example, when it was noted that extra guidance was required at the Christchurch campus of SGS a Hamilton manager commuted weekly to Christchurch to assist the campus academic personnel. Tutors and students sometimes move between SGS and TCT campuses. This maximises the utilisation of personnel and adds value to the staff and student experience. Managers across both organisations reported that all the managers were available to staff and that the owners were also approachable and accessible. This was supported by comments from staff who agreed that they would have no hesitation contacting one of the owners directly. Each campus is supported by an advisory group, which includes recent graduates and meets twice a year.

Governance and management support educational achievement by providing the tools to staff to update academic results daily; provide professional development opportunities, such as, “Refuelling” (a mid-year, one-day conference) with interesting speakers and presentations by staff; and a Management Mentoring Programme where staff, known as “Mintees”, learn a range of management skills and knowledge. In 2009, the Mintees all took part in a Self Assessment Project as part of their learning about Quality Management. These projects are ongoing and provide a focused, practical way to continue to embed self-assessment capability throughout the organisations. “Mintees” along with managers and other staff share their research and project ideas at the mid year Refuelling conference. They also have the opportunity to share their ideas at the annual conference. The annual conference is for 3-4 days and includes key note speakers and workshops.

Both SGS and TCT have developed a company values document. These values are highlighted by developing events and activities relating to a particular value. The events involve all stakeholders and the values are prominently displayed around campus. These activities and events help promote a family atmosphere. Professional development opportunities for staff and an ethos of ongoing self assessment mean educational achievements are supported effectively at SGS and TCT.

Part 2: Performance in 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**.

Refer section 1.6.

2.2 Focus area: Student support – international

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

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

Context

International students were clear about their reasons for studying at SGS. They wanted a city environment where there were established support networks of people from their home country. They were able to get support and advice from these networks about, for example, life in New Zealand, food choices, and accommodation. Neither SGS nor TCT offers formal homestay options for their students.

Explanation

International students have a college counsellor for pastoral care. Students interviewed reported that they were well supported by staff and that domestic students included them and appreciated the different perspective they brought to class discussion.

The ‘class mentor’ concept that encouraged a family atmosphere, in combination with Q-Time at SGS and one-to-one time at TCT, was useful. These practices worked well to build rapport and make students feel valued by tutors. It was found that provided students attended class, their success with their studies was very high. A staff survey showed that 75 per cent of staff believed that QTime had helped to improve retention. It seems reasonable to conclude that good rapport and feeling valued would enhance a student’s confidence and ability to approach a tutor, for example, for advice or extra tuition.

However, students commented that sometimes they were expected to help students who are falling behind and that this can be a stressor for them, particularly when they are coping with language difficulties themselves.

2.3 Focus area: Māori/Pasifika

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

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

Context

Māori and Pasifika was chosen as a focus area because there was some variation in achievement levels in these groups compared with others. Also, 22 per cent of students identified as Māori and 13 per cent identified as Pasifika. Any issues identified are being addressed on an ongoing basis through staff training.

Explanation

Students who identify as Māori and Pasifika make up 35 per cent of SGS enrolments. In 2007, completion rates for Maori were 72 per cent, and for Pasifika 65 per cent. Completion rates for other students were 88 per cent.

SGS identified this issue as important and developed initiatives to address the completion rates of Māori and Pasifika. The plan included, Q-Time, individual action plans for students falling behind, staff professional development about the needs of Māori and Pasifika students, improvements in the collation of data from Student Management Systems, and the introduction of Survey Monkey; an electronic system to collect and monitor student satisfaction ratings, replacing the previously paper based system.

Māori and Pasifika students were invited to advisory group meetings and information and workshops for staff on the learning needs of these groups were developed. Internal staff with expertise in teaching Māori and Pasifika were used to upskill other tutors, or external contractors were employed.

Completion rates improved considerably from 2007 to 2008 with overall completion rates in 2008 of 86 per cent for Māori and 92 per cent for Pasifika. As mentioned in section 1.6 of this report the Christchurch campus of SGS was not performing in line with other campuses and a manager from Hamilton commuted to the Christchurch campus to address this under-performance. Once the Christchurch campus issues were resolved it became apparent that the reasons for under-performance of Māori and Pasifika students were related to specific issues at the Christchurch campus rather than ethnicity.

The student handbook states that a minimum attendance of 90 per cent is required to receive Sir George Seymour qualifications. No exceptions to the criteria are made. Some students reported that attendance criteria allowing only 10 per cent absence was not consistently applied across SGS.

While the students appreciate that the organisation is preparing them for the reality of the workplace, by enforcing strict attendance requirements, it was noted that requests for a medical certificate, required after one day's absence, is not general workplace practice.

The balance between preparing future workers for an industry where timeliness, teamwork and good attendance are paramount and consideration of cultural norms important is delicate. These issues will have arisen in the industry context and it would be useful for management to put them before the advisory group for further discussion.

2.4 Focus area: Certificate in Advanced Travel, Tourism & Business

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

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

Context

The Certificate in Advanced Travel, Tourism and Business (37 weeks) includes the National Certificate in Tourism and Travel (Core Skills), National Certificate in Travel (Level 3), National Certificate in Computing (Level 3), and the National Certificate in Travel (Level 4). The course also attracts the greatest number of student enrolments.

Explanation

Students reported high satisfaction with course content and teaching. They said tutors were always helpful and, if a student fell behind in their study, willingly provided one-to-one tuition.

In 2007, 77 per cent of graduates with an advanced certificate (level 4) gained employment in the travel and tourism industry, indicating that course content and tutors' knowledge are up to date, relevant to industry requirements, and prepare students confidently for work.

Statements of Confidence

The statements of confidence are derived from the findings within and across the focus areas. A four-step scale is used: highly confident, confident, not yet confident, not confident.

Statement of confidence on educational performance

NZQA is **highly confident** in the educational performance of **Sir George Seymour National College of Airline, Tourism & Travel**.

Key reasons are:

- Students achieve significantly above sector benchmarks for qualification and course completion.
- Students make significant gains in academic, social, cultural, and personal development.
- Feedback from internal and external stakeholders attests to the value of the learning acquired at SGS.
- Students and teachers are experienced, well resourced, and supported in their work by their colleagues and management.

Statement of confidence on capability in self-assessment

NZQA is **highly confident** in the capability in self-assessment of **Sir George Seymour National College of Airline, Tourism & Travel**.

Key reasons are:

- SGS welcomed the opportunity to discuss its business with the NZQA evaluation team and seeks input from external sources, such as advisory groups.
- Staff and management are able to describe what they do to review their organisational programmes, track student progress, collect and analyse stakeholder satisfaction ratings, and review policies and procedures.
- Management reflects objectively, sets realistic goals, and prioritises these. This has led to coherent policy-making, accurate documentation of practice and processes, and good record-keeping.
- Staff will continue to use ongoing self-review to inform strategies to improve the business and keep themselves well informed.

Actions Required and Recommendations

Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

Recommendations

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

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