

Report of External Evaluation and Review

New Zealand Management Academies
Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 5 February 2014

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Final Report

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:	New Zealand Management Academies Limited (NZMA)
Type:	Private training establishment (PTE)
Location:	Auckland , Hamilton
Delivery sites:	Auckland (Otahuhu, Auckland central, Panmure, Sylvia Park); Hamilton.
First registered:	1 July 1991
Courses currently delivered:	<ul style="list-style-type: none">• NZMA Certificate in Business and Employment Skills (Level 3) – includes the National Certificate in Business Administration and Computing (Level 3)• NZMA Certificate in Business and Employment Skills (Level 4) – includes the National Certificate in Business Administration (Level 4)• NZMA Certificate in Contact Centre and Employment Skills (Level 3) – includes the National Certificate in Call Centre Operation (Level 3)• National Certificate in Contact Centre (Level 4) – includes the National Certificate in Business (First Line Management) (Level 4)• NZMA Certificate in Hospitality and Employment Skills (Level 3) – includes the National Certificate in Hospitality (Food and

Beverage) (Level 3)

- National Certificate in Hospitality (Food and Beverage) (Level 4)
- National Certificate in Retail (Level 3)
- National Certificate in Retail (Level 4)
- NZMA Certificate in Supervision (Level 5)
- National Diploma in Business (Level 5)
- Diploma in Business (Level 5)
- Diploma in Business (Level 6)
- National Diploma in Hospitality Management (Level 5)
- Diploma in Hospitality Management (Level 5)
- Diploma in Hospitality Management (Level 6)
- Diploma in Applied Hospitality Management (Level 6)

Code of Practice signatory:

Yes

Number of students:

Domestic: 2000 annually (80 per cent of total enrolment) comprising New Zealand Māori 34.45 per cent; Cook Island Māori 6.7 per cent; New Zealand European/Pakeha 10 per cent; Pasifika 35 per cent

International: 368 (20 per cent of total enrolment); over 18 years of age. The majority of international students are Chinese (18 per cent); the remaining represent a range of nationalities, including Indian, Japanese and Korean.

Female: 65 per cent; male 35 per cent

Number of staff:

145 full-time equivalents; six part-time

Scope of active accreditation:

Large scope of consent to assess, including for unit standards contained in the above national certificates, as well as English for speakers of other languages, and adult literacy and numeracy education.

Distinctive characteristics:

NZMA delivers training towards the BTEC, which is

a UK vocational qualification recognised worldwide and quality assured by Edexcel, a UK awarding body offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning in the UK and internationally.

<http://www.edexcel.com/btec/New-to-btec/BTEC-Explained/Pages/default.aspx>

NZMA also delivers a construction course on behalf of Wintec (Waikato Institute of Technology) from the Sylvia Park site. The organisation intends to move its Panmure operation to Sylvia Park once alterations have been made to the site to accommodate a cookery courses in 2014.

Recent significant changes:

The organisation purchased Stotts College, Wellington, in December 2012 and is no longer accepting enrolments for the college. NZMA is responsible for the reporting of unit standard credits to enable current Stotts College students to complete distance learning courses.

Previous quality assurance history:

NZQA's previous external evaluation and review (EER) conducted in 2009 judged NZMA Highly Confident in educational performance and Highly Confident in self-assessment.

NZMA has met the required external moderation requirements of the two industry training organisations it is involved with, Service Skills Institute (Service IQ), New Zealand Industry Training Organisation (NZITO) and The Skills Organisation. The organisation is being monitored by NZQA's tertiary assessment and moderation team to ensure improvements to assessment planning and accuracy are met.

Other:

In 2013, NZMA appointed two directors to the executive management team to enhance leadership effectiveness.

2. Scope of external evaluation and review

The scope for the EER included the following focus areas:

- NZMA Certificate in Hospitality and Employment Skills (Level 3)

This includes the National Certificate in Hospitality (Food and Beverage) (Level 3) and is delivered across four of the organisation's sites (Otahuhu, Auckland Central, Panmure and Hamilton). This programme has the most students enrolled (approximately 290).

- Diploma in Applied Hospitality Management (Level 6)

This programme was selected as it has the majority of NZMA's international students enrolled, with only about 20 per cent domestic enrolments.

This programme encompasses the Diploma in Hospitality Management (Levels 5 and 6) as well as the BTEC (Business and Technology Education Council) vocational qualifications that NZMA has been accredited for by the governing body of these qualifications, Edexcel, based in the United Kingdom.

- NZMA Certificate in Business and Employment Skills (Level 4)

This programme includes the National Certificate in Business Administration (Level 4). The programme was included to gain a perspective other than hospitality, and has not been a focus area previously.

The scope also included the mandatory focus areas of:

- Governance, management and strategy
- International students

The majority of international students are enrolled in the BTEC level 5 hospitality courses, with some students enrolled in a level 5 BTEC business qualification and in cookery.

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.

A team of three evaluators conducted the EER over three days, starting at Auckland South, with a half-day at the Auckland central site, half a day at Panmure and the third day back at Auckland South campus.

The team spoke to the executive management team made up of the directors responsible for domestic students, international students, finance, personnel, quality and student support, as well as the two CEO's. This team is responsible for overseeing organisational performance and decision-making. The team also spoke with the tutors and students from the three programmes selected as focus areas. Stakeholders, including local business association representatives, youth organisations, a kaumātua, a chief advisor for youth guarantee from the Ministry of Education, international agents and employers were interviewed at the Auckland central site and at Otahuhu.

The EER team sighted the organisation's data on student outcomes showing qualification achievement, course completion and progression. The team also reviewed a range of documents to triangulate evidence, including student satisfaction survey results, tutor performance reviews, literacy and numeracy assessments, quality team meeting minutes, Tertiary Education Commission (TEC) performance benchmarking against similar providers, executive team meeting minutes, and student self-assessment of their transferable skills development.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **New Zealand Management Academies Limited**.

The key reasons for this are:

- Overall, the organisation has a clear vision and the systems to support the delivery of quality education that meets community and employer needs. The programmes are well resourced, and staff are well qualified and experienced. This has created an open, friendly and supportive learning environment for students where they are achieving their goals.
- NZMA student success is evident in the consistent rates of achievement for course completions, qualification achievement and graduate outcomes (employment or further study). The average course completion rate over the past few years has been over 80 per cent, which is above the TEC's 80 per cent median for course completions nationally. There was close to 90 per cent Māori course completion, and 86 per cent for Pasifika – both groups together representing 89 per cent of the student population in 2012. Completions for New Zealand European and international students – who make up the remaining student population – were 89 per cent and 100 per cent respectively.
- The high course completion rates translate to very good qualification achievement across the student population, with the TEC calculation of the qualification achievement for 2012 at 100 per cent for levels 5 and 6 qualifications and 98 per cent for level 3 and 4 qualifications. This success is accentuated by the 82 per cent of students who found employment in related fields of study or progressed to higher programmes of study on completion of their programmes at NZMA in 2012. At the time of the EER visit, the overall graduate outcome (employment or further study) rate for the level 5 and 6 qualifications was 84 per cent for the 2013 year to date.
- The NZMA programmes are valued by employers seeking people with practical skills and knowledge about the hospitality industry and business. Students gain the required skills and knowledge from exposure to work experience and the skills and knowledge of tutors.
- Students across all delivery sites are gaining transferable skills such as confidence, time management and communication skills. In addition, the organisation's analysis shows that students improve their literacy and numeracy on average by one step progression.
- Students completing the Diploma in Hospitality (Level 5) and Diploma in Applied Hospitality Management (Level 6) receive the equivalent BTEC

qualifications, which are internationally recognised, helping graduates find work in New Zealand and overseas.

- Te Whare Tapa Wha model is a holistic support system that recognises students' cultural values and brings those values into teaching and student support practices. Staff are committed to providing the support based on the values of the organisation and this is enabling the students to engage in education at a tertiary level, where previously they may not have had the confidence or opportunity.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **New Zealand Management Academies Limited**.

The key reasons for this are:

- The organisation demonstrates a comprehensive system for reviewing educational achievement and the value the educational programme has for the students and their communities. There were no significant gaps in relation to using the data to identify and make improvements to students' outcomes.
- NZMA is a large PTE and information about educational performance matters is shared through regular governance, management and staff meetings, and the data is analysed along with tutor feedback to identify where students are succeeding and where they may be having difficulties.
- The organisation focuses on continuous improvement through five-weekly campus reports, fortnightly tutor performance reviews and student progress reviews. These reviews provide information to the management team about teaching, student progression, weekly attendance and course outcomes, as well as feedback on programmes. This information is used effectively to inform the organisation's executive and operational team about any issues to address, and results in appropriate action, as demonstrated by the continuation of successful outcomes for the students.
- Overall qualification and course completions are analysed for each ethnic group, and individual student outcomes, regardless of ethnicity, are analysed for each course and by tutor performance, which enables the organisation to identify where individual students have low attendance or difficulty in completing assessments. Where this is the case, additional support is provided by the tutors, as well as assistance from the counsellor where required. The outcomes show that Māori and non-Māori are achieving similarly across courses, indicating that the support and teaching practices are meeting the needs of the majority of the student population.
- Staff meet across teams, which enhances the sharing of information to support students in their learning. The quality team is responsible for the

development and review of programmes and uses a range of relevant sources to gain input. These sources include research findings and feedback from industry, workplace employers, students and tutors. The organisation's quality team has been improving its moderation systems to ensure that it is reporting the correct unit standards for NZQA moderation, in particular for business unit standards, and that tutor feedback practices are consistent across the organisation. This process is still in development, but improvements have been noted by NZQA's tertiary assessment and moderation team, and the small number of areas for improvements do not significantly impact on the quality of the learning outcomes.

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**.

NZMA defines students' success using a holistic set of data that takes into account academic achievement, graduates' destination data (i.e. where they go following course completion), and students' self-assessment of transferable skills gained during their enrolment on NZMA programmes.

Academic success is measured by the percentage of students who complete their course and the number of qualifications achieved within the calendar year according to the standard TEC formula. NZMA has averaged 81 per cent course completions across all of its courses from 2010 to 2012, which is higher than the 80 per cent median over the same period for the overall sector. The qualification achievement rate was 100 per cent overall in 2012, and is at 100 per cent overall for the current year to date (2013). These figures, shown in the table below represent successful outcomes for the students, particularly given that a substantial proportion of the domestic student population (53 per cent) has not previously engaged in secondary education or achieved any previous qualifications. NZMA's analysis of results shows that the organisation is performing at 0-5 per cent above the national median for course completion rates, and between 2 and 8 per cent above the median for qualification completion rates over the past four years. Based on the organisation's initial benchmarking, these results are also consistently above providers offering comparative courses to similar groups.

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

Table 1: NZMA qualification achievement, course completion and employment or further study outcomes, 2012				
2012	% Qualification achievement Levels 3-4/5-6	% Course completion Levels 3-4/5-6	% Employed	% Progress to further study within NZMA Levels 3-4/5-6
TEC EPIs	98/100	89/89	n/a	75/79
Sub-sector median	75/79	80/81	n/a	65/61
NZMA Certificate in Hospitality and Employment Skills (Level 3)	76	84	4	75
Diploma in Applied Hospitality Management (Level 6)	93	93	92	8
NZMA Certificate in Business and Employment Skills (Level 4)	81	92	22	57
Māori		89/89		
Pasifika		86/89		

*In 2012, 84 per cent of the student body identified as either Māori or Pasifika, and therefore results tend not to be recorded separately as they represent the majority, not the minority.

Students enrolled in the level 4 business administration programme had 81 per cent qualification achievement in 2012. At the time of the EER, 40 per cent of business graduates were in related employment and 52 per cent had gone on to further study. Of the 364 students enrolled in the level 3 hospitality programmes – of whom 44 per cent were mainly young Māori students – 84 per cent completed the course in 2012, with 76 per cent of those enrolled gaining the qualification. At the end of 2012, 75 per cent progressed into further study and 38 per cent of graduates were employed in the hospitality sector. The majority of Māori students are achieving qualifications at similar rates to the Pasifika students.

NZMA analysis of outcomes shows that in the main, international students perform better than domestic students in the level 5 hospitality course, but these results even out at level 6. NZMA's explanation for this was that domestic students are sought after by the industry and therefore do not always need a higher qualification to find employment, although a qualification is becoming more desired by employers. Course completion results show that 92 per cent of international students who enrolled completed the level 5 hospitality course in 2012, up from 83 per cent in 2011. The course completion rate for all level 6 diploma hospitality students was 83 per cent in 2012, down from 100 per cent in 2011. These are

highly successful course completion results, particularly given the large number of international students enrolled over the five intakes each year. One of the reasons for these high achievement rates is that most international students come to NZMA to study at a higher level and already have higher academic qualifications. Of the first intake for the level 6 applied hospitality management programme in 2012, 28 students started and all 28 graduated and are working in the industry.

Progress towards achieving unit standards, attendance and individual course completion is monitored by tutors and by the executive management team. The organisation's data shows that the achievement rates for Maori have been consistently similar to the achievement rates for non-Māori, including international students over the previous three years. Because Māori students account for the largest proportion of students (approximately three times non-Māori), the data is not conclusive because the small numbers of non-Māori create difficulties for comparison.

NZMA has applied a holistic model, called Te Whare Tapa Wha, to enhance the learning of all its students, which encompasses all students' regardless of ethnicity, from enrolment through to graduation, rather than being a deficit model of just focusing on Māori because of assumptions about educational success. This information contributes to the organisation's ability to provide relevant support for learners to achieve. Further analysis of this data to identify trends in achievement for specific ethnicities was not conducted to determine reasons for success or difficulties early on to make improvements or review ways to ensure parity of outcomes, including employment, although not a requirement for performance targets.

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**.

NZMA's vision of achieving real and meaningful life changes for students is being attained, providing value to employers and the community, as well as to the students. NZMA data shows that in 2012, 63 per cent of domestic students were previously on a benefit before enrolling in an NZMA course. In addition, 53 per cent of the total NZMA domestic student population had no previous formal qualifications, making the success of engaging these students in tertiary education more significant.

The organisation has various ways of measuring the value of the training to these students. First, it is providing them with a qualification that employers recognise and value. The employment outcomes for students are high, with 84 per cent of all 2012 students progressing into further study or gaining employment. NZMA meets

with employers and conducts evaluations on their students' work performance. The feedback is positive about the students' knowledge of the hospitality industry, presentation skills and work preparedness. This was also confirmed through the stakeholder interviews held at two of the four sites during the EER visit.

Secondly, NZMA has gathered students' own feedback on their development of transferable skills such as communication, time management and teamwork. The student' self-reports at the end of their course show that they have improved greatly on their initial scores on all counts. Although this assessment of soft skills has only been implemented since 2012, it has been successfully used by the management team and tutors to help the students to increase their confidence and has resulted in students achieving their individual learning goals. This was evident by the way the students conducted themselves during the EER interviews, as well as by their professional appearance.

NZMA also uses the online literacy and numeracy assessment tool developed by the TEC to identify students' specific literacy levels, which enables NZMA to address these learning needs. The literacy progression results show that during the 20-week programmes, students gain at least one level on average across all the campuses, which feedback indicates contributes to the students' confidence levels, enhancing their chances of successful employment.

Thirdly, NZMA and its students are contributing to the community in a number of ways. Pasifika staff are involved in the community-led Pacific Island Leaders of Tomorrow (PILOT) programme to provide opportunities for Pasifika to engage in learning to help make improvements to their lives. This raises the profile of education and has positive impacts on families. The organisation also has links with community youth groups to seek out support opportunities for the students within their communities. In addition, the NZMA hospitality students work voluntarily for events hosted by local business associations and employers. The students gain effective, practical work experience skills and awareness of community employers; and employers get to see how the students perform in a work environment, creating future employment opportunities. The feedback from one association about the students was very positive, particularly in relation to their professionalism when serving at a function attended by the Prime Minister. Hospitality students are being employed by large international hotel chains as well as by local hospitality employers because of their knowledge and attitudes. NZMA contact centre students volunteer for fundraising campaigns, such as the Daffodil Day cancer collection, which also improves these students' employment opportunities.

The value of the level 5 and 6 hospitality qualifications is the embedded BTEC hospitality qualification, which is recognised internationally. This is a major drawcard for the international students or those wanting to work overseas.

NZMA has also contracted BDO (accountants and auditors) to conduct a return on investment to government to show the monetary benefit of providing education to a demographic group largely consisting of beneficiaries. This shows the monetary

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value in allowing educational organisations to provide course places above the 103 per cent funding cap. This demonstrates the significant tax benefit to government and reduced benefit cost to the taxpayer of enrolling people into courses that lead to employment outcomes rather than subsistence on a benefit.

Overall, the training is providing value to employers of employees with the required technical and soft skills. The programmes provide a vocational pathway for students who may have had few opportunities previously because of their socio-economic background or low academic achievement. The organisation uses self-assessment practices to understand how it can best meet government priorities, but also to investigate the value of providing vocational pathways for beneficiaries and to meet employer needs through its 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 **Excellent**.

The programmes are designed to provide vocational pathways by starting students in low-level programmes that lead to industry-recognised qualifications. The level 3 hospitality programme contains learning content relating to industry practices, such as communication skills, time management and working in teams, along with managing hospitality functions, which helps the students to gain relevant work skills. The food handling certificate is part of this course, and the majority of level 3 students continue their study by enrolling in the level 4 restaurant service programme because they can achieve a bar manager's licence. Students gain work experience by working in the campus cafe and then gain outside practical experience working in hospitality roles at large local events. Hospitality students also have access to the industry online journal, *Emerald*, to use in their assignments and to keep up with industry trends. Guest speakers and online learning resources provide further learning opportunities that are engaging for the students and meet their needs.

All programmes up to level 6 contain embedded literacy and numeracy learning activities to help students to improve their skills. NZMA has aligned the online programme developed by the National Centre for Literacy and Numeracy for Adults, to the TEC literacy and numeracy progressions so that students are performing tasks that help them to improve these skills. The level 3 hospitality students pick up practical numeracy skills while learning how to price a menu or mix a cocktail. Students are also able to achieve NCEA level 1 and 2 credits while enrolled on NZMA courses.

International students mainly enrol in the level 6 hospitality diploma to gain the embedded BTEC qualification, an internationally recognised qualification which has

helped students find employment in New Zealand or overseas, as evident in international student feedback as well as the graduate employment data. Students gain an understanding of the hospitality industry through regular field trips and guest speakers from the industry. The final six months of the applied hospitality in management programme consists of an internship where the students complete assignments and are assessed while working in the industry, which enables the application of knowledge in the workplace.

Job interview skills are taught as part of each programme, and CV preparation support is provided by the careers team. The students use the Careers Service to find part-time employment while studying or to help them gain full-time employment on completion of their course. Employers said the students were well prepared for work.

The representatives on the industry advisory groups, who meet twice a year, and the work experience employers provide feedback on how well the courses meet industry needs for trained, confident workers with the appropriate attitudes. Programmes are kept up to date through regular reviews carried out by the quality team and tutors using student feedback and course outcomes, as well as employer feedback. Any changes are noted and feedback incorporated. For example, interview skills were introduced as a result of feedback from work experience employers, and student feedback was considered in the introduction of the latest MYOB accounting programme for the business administration course so that students would have the skills required by employers.

Where a new course is being proposed as a result of feedback from students, industry or government priorities, the organisation conducts research into the need, looking at regional needs and skills shortages. NZMA assesses the literacy and numeracy requirements for each level using the 'APPLE' (assessing, planning, learning and embedding) technique to inform programme design and the development of effective literacy and numeracy teaching activities.

NZMA demonstrated a strong understanding of industry needs through close engagement with employers and assessment of students' career intentions and learning needs. The programmes are well resourced across the delivery sites, and regular programme reviews demonstrate the organisation's responsiveness to industry needs.

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**.

Students are engaging well with their learning at the three campuses visited, and are eager to demonstrate their knowledge. Business students commented on how well the tutors were able to teach them skills, such as accounting, GST and payroll, when previously they had difficulty in grasping these concepts. Students are motivated to achieve with an award system where students achieve a merit or distinction according to their attendance, attitude and gains in literacy and numeracy on top of the credit achievement. Student satisfaction is high, with over 98 per cent rating their tutors' performance as very good or excellent in 2012. A common theme noted in NZMA's student feedback was the friendly and supportive environment.

Another effective teaching practice tutors use for all their students is helping them to achieve by setting an individual learning plan outlining goals to develop their confidence in themselves and the belief they can achieve. A progress review is conducted very five weeks so that students stay focused, and any help or support required at this time is identified and provided.

NZMA also demonstrated a willing and supportive environment for not only the students but also the tutors. Professional development opportunities for tutors are provided according to personal as well as organisational needs. At a minimum, NZMA requires all tutors to hold a National Certificate in Adult Literacy Education (Educator) (Level 5) and all new staff have a two-year professional development plan that includes adult education, and training in embedding literacy and numeracy into lessons. This was introduced because research from one of the tutoring staff found that tutors coming from a purely industry background needed more training in pedagogy. This led to the creation of a professional development support role. The support person conducts informal and formal observations of tutors and recommends training as well as providing constructive feedback on areas for improvement. The majority of tutors have completed their National Certificate in Adult Literacy Education, and NZMA is supporting more tutors to undertake research papers, which will be required if the organisation develops a degree-level programme in the future.

All tutors are also monitored on a five-weekly basis. The tutors complete a high level report on performance and the executive team reviews their unit standard or module progressions, class attendance and course outcomes. This helps the executive management team to identify any overall trends or issues with student achievement, and also provides tutors with feedback. Tutors also monitor the students' progression and provide feedback to management. This feedback is taken into account – for example, in the allowance of more time for lesson planning. Student achievement provides evidence that these teaching practices are effective.

Consistency in teaching and assessment is maintained through peer observations and assessment moderation practices. NZMA has an intranet system with a folder containing all teaching resources, where tutors share good practices. Tutors also commented about the benefit of the teaching 'takeaways' workshops, which are held to tutors become more effective classroom practitioners.

Tutors found the process of moderating each other's assessment materials and assessing each other's judgements on student work at the end of each module across campus as useful to help ensure they meet the standard and share good assessment practices. NZMA's external consultants moderate the assessment material and check that assessment decisions are valid and fair and the feedback is used for improvements, for example where assessor judgements do not cover the unit standard requirements sufficiently. The organisation has consistently met City & Guilds moderation for its hospitality courses, as well as the Edexcel moderation requirements for the BTEC qualifications, as determined by the UK external moderators, demonstrating that assessment decisions meet international assessment standards.

The NZMA quality team oversees internal moderation and has systems in place for external moderation by the industry training organisations, Service IQ, NZITO and The Skills Organisation, and documentation shows that NZMA has met both organisation's assessment moderation requirements. NZMA also demonstrated a commitment to quality improvement of its assessment with better moderation planning and revising the assessment tools. This has led to improvements noted in the previous NZQA national external moderation report, 2012. The improvements to internal moderation practices include updating guidelines for tutor assessment judgements, and using moderation activities to promote good assessment practices, such as how tutors provide feedback on assessed work.

Tutors use strategies to prevent plagiarism. Plagiarism and cheating are not major problems, but NZMA focuses on prevention by introducing advice at induction, referencing workshops for students, using student assessment declaration forms and a bank of assessment scenarios, and tutors following up individually where they believe that students submit work that is above their level. These are just some of the strategies, and the low number of plagiarised assessments is an indicator that they are working.

Overall, the organisation has a range of tutors with the desired industry and teaching experience. Staff longevity was of particular note, as was the comprehensive induction programme for new staff. This enables tutors to be equipped to respond to their students' needs in a proactive way, which is evident in the engagement of students and the course outcomes.

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**.

NZMA provides a holistic Te Whare Tapa Wha model to enhance the learning experience for its students using traditional Māori values, such as whānau, tinana, wairua and hinengaro. This model is embodied through the powhiri held for each intake, the provision of free breakfasts, and activities such as the kapa haka group and the recently formed hip hop group. These practices are inclusive and not only for Māori, as the student body as a whole benefits from the whānau approach and respect for culture, as seen by the success of students in terms of employment outcomes and self-confidence gains.

A Tongan tutor has been appointed as the Pasifika representative on the PILOT programme and is helping students to engage with their family and community, and vice versa to help understand the value of having an education.

Students interviewed all commented on the Phoenix programme implemented in 2008 to provide advice on alcohol and drugs, budgeting, health, Studylink, banking and the law. The programme was introduced by the NZMA counsellor across all campuses. The tutors reported that they integrate these skills into their courses, such as budgeting. Feedback shows that students relate the learning to their own lives.

At enrolment, students complete a suitability assessment. Once enrolled, they are assessed on their learning needs and an individual plan is developed to align to their goals. The tutors have found a new online tracking system useful for checking students' progress. Students also have secure access to view their progress online and monitor their own achievement towards their goals. All students sit an initial literacy and numeracy assessment soon after enrolling then 18 weeks into the course to measure progress, which is then reviewed at the end of the course to identify progress. As stated, there is a noticeable improvement in literacy levels across campus using this system.

Students receive advice on job search and interview skills from careers team staff within the first two weeks to help them realise their employment goals. Students have a follow-up session towards the end of their programme, to review their transferable skills and confidence to apply for jobs. Students on work experience use the careers team to liaise with employers and to address any issues. The careers team has begun to monitor employment outcomes at course completion, at four months and then at 10 months using social media and texting after graduation to ascertain whether students are successful in finding employment. The collation of data is not yet comprehensive, but data analysis by the quality team shows that the students they were able to contact generally find employment in fields related to their study, indicating that the support is effective in achieving goals.

Attendance across all campuses is very closely monitored. Tutors follow up immediately with students directly or with their family or friends if they do not attend. The executive team monitors attendance as it knows this contributes to the students' success. Where required, staff will intervene to help the student return to study, to the extent of follow-up home visits to students if they have persistent problems or disengage from their study, in order to provide them with an opportunity to complete the course.

International student support is comprehensive at the city campus, where the majority of international students are enrolled. NZMA caters to a range of nationalities from 30 different countries with first-language speaker support on site in most cases. Staff are kept up to date with Code of Practice requirements through quizzes and a workshop. Evaluation of support services and student record-keeping, and interviews with students and staff provide evidence that the organisation is complying with the requirements of the code. NZMA tests English language skills on enrolment using its own in-house test benchmarked with another tertiary provider, which gives confidence that the test results are reliable. At enrolment, international students are also assigned a 'buddy' to help them adjust to study and life in their new environment.

Student satisfaction is extremely high in regard to the support the overall organisation provides. Feedback from the student body is provided from the established student council. This feedback is responded to by staff and followed up by the quality team to ensure that actions have been taken successfully. All staff help find solutions to barriers to learning, such as childcare issues. A recurrent theme the EER team heard from tutors and staff was, '[We] give them the confidence to dream higher'.

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**.

The organisation has a clear purpose to bring about real and meaningful change to the students' lives. The values of the organisation, developed by staff, depict a whānau-orientated and supportive organisation that is creating a positive learning environment.

NZMA has an executive team made up of the directors from the key areas of the organisation. The executive makes decisions about the organisation's direction and reviews performance. The team – overseen by the two CEO's – meets monthly to review reports on course outcomes, student progression and attendance. This enables the organisation to keep track of its activities and helps

ensure that it is meeting targets. Staff interviewed were supportive of the structure and felt valued by the executive and management teams.

NZMA has employed experienced staff from a diverse range of cultures, many of whom have been employed for a long period of time, providing students with many opportunities to trust and engage with staff, as well as providing background knowledge and support for new staff. Staff who were interviewed shared their passion about the organisation and said they were dedicated and committed to its vision and felt they were contributing. Staff attend monthly operational team meetings where information is shared about student enrolments, attendance and progression. Staff work together across teams, which provides the level of support to assist students to achieve their learning goals. NZMA has an open-door policy and tutors felt their suggestions for improvements, such as a student 'passport' designed to monitor their progress, were listened to and acted on.

NZMA is proactive in identifying the needs of not just the students but also the community and employers. It does this through environmental scanning and research on skills shortages to ensure its programmes meet the needs of employers. NZMA identified a need for a construction course based on environmental scanning of business and community needs in 2012. This led to the establishment of the partnership with Wintec to deliver this course in Auckland. The organisation has also developed a cookery programme that intends to address a regional shortage identified through market research by NZMA, and to engage Māori and Pasifika males in to education, employment and training within the communities it serves. This programme, currently delivered in Panmure, will move into purpose-built premises alongside the building and construction course early next year. The organisation is also developing its research capability through providing financial support for staff to complete research papers, which it intends to use as a step towards offering a degree programme.

The agents used by the organisation look for quality courses. Agents' feedback to NZMA is very complimentary about the organisation. Agents interviewed by the EER team said they had a good relationship with NZMA and knew about the high level of support international students received.

Overall, NZMA is well directed and offers resources and suitable programmes to help the students achieve both their personal and employment goals, as seen by the successful outcomes. The success of some of these initiatives is yet to be demonstrated, such as better monitoring of destination data.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: BTEC Applied Hospitality

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

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

2.3 Focus area: NZMA Certificate in Business and Employment Skills (Level 4)

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: NZMA Certificate in Hospitality and Employment Skills (Level 3)

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

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

2.5 Focus area: International students

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

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

Recommendations

NZQA recommends that NZMA:

- Continue to maintain moderation systems and practices to ensure that assessment materials are valid and reliable and decisions meet national standards.
- Regularly analyse achievements and outcomes for all ethnic groups to identify reason for success or areas of weakness to help address withdrawals or non-completions and to improve destination outcomes.

Appendix

Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

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

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

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