Report of External Evaluation and Review

Kiwidotcom (2010) Limited
trading as Kiwidotcom

Confident in educational performance

Confident in capability in self-assessment

Date of report: 10 May 2017

Contents

MoE Number: 8748

NZQA Reference: C24354

Date of EER visit: 14 February 2017

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:	Kiwidotcom (2010) Limited trading as Kiwidotcom
Type:	Private training establishment (PTE)
First registered:	1 September 1992
Location:	3 Redan Road, Kaitaia
Courses currently delivered:	Coffee Appreciation (Training Scheme) (Level 2)
	Licence Controller Qualification for bar managers with assessment towards the following unit standards:
	• 4646 Demonstrate knowledge of the Sale and Supply of Alcohol Act 2012 and its implications for licensed premises (Level 4, credit 2)
	• 16705 Demonstrate knowledge of host responsibility requirements as a duty manager of licensed premises (Level 4, credit 3)
Code of Practice signatory:	No
Number of students:	Domestic: 27 trainees participated in Licence Controller Qualification training in 2016
	International: nil
Number of staff:	One full-time equivalent
Scope of active	Kiwidotcom has consent to assess across a range

accreditation:	of domains and is accredited to deliver:
	- Licence Controller Qualification (Level 4) - Coffee Appreciation (Level 2) - Certificate in Café Service (Level 2) - National Certificate in Employment Skills (Level 2)
Distinctive characteristics:	In addition to its short course delivery, Kiwidotcom has a memorandum of understanding with Manukau Institute of Technology (MIT) to provide recruitment and pastoral care to MIT students enrolled in the Bachelor of Social Work and the Certificate in Foundation Education for Tertiary Pathways (Level 2 and 3). This arrangement was put in place for one cohort of learners and is not continuing in 2017.
	One-to-one computer training is also delivered by Kiwidotcom under contract to the Accident Compensation Commission.
Recent significant changes:	In late 2015, the ownership of Kiwidotcom passed from the Te Aupouri Māori Trust Board to the current directors.
Previous quality assurance history:	The previous external evaluation and review (EER) in 2013 was Confident in Kiwidotcom's educational performance and Confident in the organisation's capability in self-assessment. Kiwidotcom has met requirements for all unit standards moderated by Service IQ in 2015 and 2016.
Other:	At the time of the EER, the PTE was being offered for sale.

2. Scope of external evaluation and review

The EER examined the following focus areas:

- Licence Controller Qualification programme. This is the main programme delivered by the organisation in 2016.

- Stakeholder engagement. In addition to the delivery of courses, the organisation has links with local employers and education providers to meet community needs.

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.

Kiwidotcom supplied the evaluation team with a self-assessment document in the lead-up to the EER. For the on-site phase of the EER, the evaluation team of two spent a day at Kiwidotcom in Kaitaia. The evaluation team met with key staff, including the two directors and the administration manager. Phone interviews were also held with the current contracted tutor, students, employers, and other key stakeholders including a representative from Service IQ, a local high school and MIT. A range of documentation was viewed including the quality management system, the student handbook, student evaluations, moderation reports, achievement and outcome data, teaching and assessment resources and stakeholder correspondence.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Confident** in the educational performance of **Kiwidotcom.**

NZQA is **Confident** in the capability in self-assessment of **Kiwidotcom.**

- Kiwidotcom is of value to the community of Kaitaia, delivering short courses that meet trainee, employer and other stakeholder needs, and providing pastoral care and guidance to a cohort of learners who are studying the MIT Bachelor of Social Work in Kaitaia.

- Achievement in the short courses delivered by Kiwidotcom, including the Licence Controller Qualification, is strong. Trainees and employers attested to the achievement of new knowledge that enabled them to comply with legislation. Positive moderation results from Service IQ in 2015 and 2016 attest to the validity of assessments.

- Kiwidotcom has strong engagement with many key stakeholders, including schools, employers and other tertiary education providers. Ongoing formal and informal links with stakeholders provide a good understanding of the Kaitaia community's needs.

- There is a systematic approach to gathering feedback from trainees and tutors, and this feedback is used to make improvements. An example of responding to feedback includes ensuring there is a minimum number of trainees per course, to enable the interaction and shared learning that is brought to the classroom from different trainees' experiences.

- The organisation has operating processes to manage and govern the business. The quality management system is being regularly monitored and updated, and programmes are being delivered in line with compliance requirements. Memoranda of understanding are in place to govern contractual relationships. Systems could be strengthened to ensure updates and communication from NZQA are monitored and reviewed for relevance.

- There is some vulnerability in the organisation due to uncertainty of funding arrangements. This is somewhat mitigated by the range of provision and services the organisation offers and the relationships the organisation has in place.

Findings[1]

1.1 How well do students achieve?

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

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

The completion rate for the two-day Licence Controller Qualification course is strong at 100 per cent. This achievement is validated by positive moderation results from Service IQ for 2015 and 2016. Trainees and employers attested to the useful knowledge gained, particularly with respect to meeting their legal obligations under the Sale and Supply of Alcohol Act 2012. They noted the usefulness of the teaching approach for bringing out different trainees' experiences and scenarios to bring the learning to life.

The achievement for learners enrolled in the MIT Bachelor of Social Work is strong, with 75 per cent continuing from year one to the second year of the degree. For those enrolled in the MIT Certificate in Foundation Education for Tertiary Pathways (Level 2 and 3) in Kaitaia in 2016, achievement was also strong, with 15 of the 17 retained until the end of the programme and 13 successfully passing. This achievement can, in part, be attributed to the recruitment processes, guidance and ongoing support offered by Kiwidotcom. There is a good understanding of the reasons why some of the students have had to withdraw, and ongoing contact with those who have stated their intent to re-engage in study in the future.

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

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

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

A key value, noted by stakeholders and trainees, is that the training can be delivered locally, meaning that students do not have to travel away from their families to participate. One employer noted the difficulties of travel for some, and also the ineffectiveness of online training for their employees, resulting in wasted cost. The MIT delivery of the Bachelor of Social Work in Kaitaia was initiated by Kiwidotcom in response to a community need. The current cohort, in their second

---

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

year of the degree, have the potential to offer the community significant value in terms of their qualifications and training combined with local knowledge and, in many cases, iwi and hapū affiliations.

There is also value for the employers and trainees in gaining the skills, knowledge and information required to support compliance with the Sale and Supply of Alcohol Act. Trainees noted that the skills they learned could lead to a pay rise and to further employment opportunities in the future. Kiwidotcom has systems in place to track those who have completed the Licence Controller Qualification, and documents show ongoing support for trainees to go on to gain their manager's certificate.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

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

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

Kiwidotcom is focused on delivering locally based training that meets the needs of learners and other stakeholders. There is good evidence that Kiwidotcom uses a range of approaches to engage with community organisations and employers to understand their training needs. These include direct contact, participation in local events, and membership of relevant associations. The willingness to collaborate with other tertiary education providers has resulted in the delivery of programmes into the local community that would otherwise not have been possible. Examples of collaborative delivery include the Bachelor of Social Work with MIT and the shared space with NorthTec.

Training is delivered in a way that matches the needs of trainees. Course evaluations note the collaborative, inclusive approach of the key tutor who creates a relaxed, productive learning environment. The new contract tutor was carefully chosen based on her industry knowledge and skills and her ability to relate well to trainees. The role specification, outlined by Kiwidotcom, also includes an understanding of Te Ao Māori and the ability to contribute to Māori learners being able to achieve success as Māori. All course materials and assessments have been supplied and pre-moderated by Service IQ, and Kiwidotcom has met requirements for all unit standards moderated in 2015 and 2016. The organisation has clear policies and processes for moderation, although it could strengthen its internal moderation practice, particularly for new tutors.

1.4 How effectively are students supported and involved in their learning?

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.**

Guidance and support are a strength of Kiwidotcom and are key components of what is provided to the Bachelor of Social Work students. An MIT stakeholder noted the strong commitment of Kiwidotcom to learners' success. One-to-one catch-ups and ongoing wraparound support enable learners to continue in study. The organisation has strong community connections and links with other agencies that provide additional necessary support when necessary. The NZQA degree monitor's report (for the MIT Bachelor of Social Work programme) noted the strong endorsement of staff and students for Kiwidotcom's pastoral care support person.

Trainees enrolling in the Licence Controller Qualification programme are given necessary information and advice upon enrolment and a student handbook which outlines useful information and advice. At times on enrolment, referrals are made to the local REAP (Rural Education Activities Programme) centre so that learners can strengthen their literacy skills before they undertake the level 4 Licence Controller Qualification training. The support for learners continues after the training, with the administration manager encouraging and enabling trainees to gain their managers' certificates.

There is good evidence from course evaluations and trainee interviews that trainees have a good relationship with their tutors and that they are encouraged to build on their existing knowledge and understanding. Real-world application is evident through the sharing of trainees' experiences on the job. A number of the trainees who participated in the coffee appreciation course noted the benefits of having the time to practise on a real expresso machine.

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

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

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

This EER occurred at a time when a number of Kiwidotcom's projects were dependent on their partners' funding decisions. In addition, due to legacy issues with the change of ownership, Kiwidotcom was not able to supply an audited set of accounts, and this has had an impact on other potential funding streams. These

issues have made planning difficult. While Kiwidotcom has a clear vision and approach, this funding uncertainty makes the PTE vulnerable.

There is good evidence that Kiwidotcom values their staff and has clear guidelines around employment. The long-term retention of staff and the ongoing support for a staff member who has experienced poor health are indicators of this. Stakeholders note a high level of transparency and the commitment of the organisation to supporting students and ensuring that the resources and venue are appropriate. Tutors are well trained, with relevant industry expertise, and are supported to do their job well.

As noted in Findings 1.6, Kiwidotcom needs to strengthen processes for receiving and understanding updates from key stakeholders, including NZQA.

1.6 How effectively are important compliance accountabilities managed?

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

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

As noted above, due to legacy issues with the purchase of Kiwidotcom, the current owners have been unable to provide a full set of audited accounts. At the time of the EER, Kiwidotcom had not met their deadline for submitting interim data.

The organisation is very small and important compliance information is shared among the key staff. While the directors and administration manager get updates from NZQA, some key information has been missed, although this did not result in a lapse of compliance. Systems for ensuring that relevant updates are received and analysed could be strengthened.

The organisation appears to take its legal and ethical responsibilities seriously. For example, the student handbook details the health and safety policy, disciplinary procedures, rules and regulations and the complaints process. In addition, the quality management system details important compliance requirements including for moderation and credit reporting. There was evidence that the quality management system, which governs processes and systems, was being regularly reviewed and updated according to a schedule.

Focus Areas

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

2.1 Focus area: Licence Controller Qualification

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

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

2.2 Focus area: Stakeholder relationships

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

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

Recommendations

NZQA recommends that Kiwidotcom:

- Strengthen systems for understanding and responding to information from NZQA

- Ensure that internal moderation processes are being used appropriately.

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/.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz

Final Report