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# External Evaluation and Review Report

Aotearoa Career and Management  
Limited trading as Aotearoa Career  
and Management Institute

Date of report: 4 November 2019

# About Aotearoa Career and Management Limited trading as Aotearoa Career and Management Institute

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*Aotearoa Career and Management Institute (ACMI) delivers level 5 and 6 travel and tourism programmes and English language training schemes solely to international learners.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 14, 67 Symonds Street, Auckland
Code of Practice signatory:	Yes
Number of students:	International: 19 students
Number of staff:	Six full-time and six part-time
TEO profile:	See: <a href="#">Aotearoa Career and Management Ltd</a> on the NZQA website.  ACMI commenced delivery in 2017. Until 2018, most enrolments and completions were in English language training schemes. In 2019, English language learner numbers have significantly declined because of regulatory changes, with the level 5 travel and tourism programme having the highest number (18). To date, there has only been one level 6 learner and graduate (5 have graduated from the level 5 programme). At the time of the EER, just one English language learner was enrolled.
Last EER outcome:	This is the PTE's first EER.
Scope of evaluation:	The focus areas selected for the EER were: <ul style="list-style-type: none"><li>• International Students: Support and Wellbeing</li><li>• Certificate in International English Language</li></ul>

Testing System (IELTS) Preparation with  
General English (Level 3) (herein 'IELTS  
preparation programme')

- Tourism and Travel

MoE number:

9135

NZQA reference:

C34252

Dates of EER visit:

31 July and 1 August 2019

Additional evidence was provided, and the  
evidential synthesis was concluded on 13 August  
2019.

# Summary of Results

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*ACMI has some effective systems, processes and self-review. However, limitations in the coverage and quality of self-assessment gave NZQA only a limited view of learner achievement and outcomes.*

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## **Not Yet Confident in educational performance**

- The needs of the level 5 travel and tourism learners and stakeholders are being met. However, this was not as clear for the IELTS preparation programme due to gaps in self-assessment. ACMI has some good systems and processes in place, as well as self-review, but systems to understand value and achievement are not fully developed.
- Processes are effective in contributing to learner achievement, including one-to-one support and additional classes to support learners' development. Learners are satisfied with the learning experience.

## **Not Yet Confident in capability in self-assessment**

- NZQA is confident that performance in the travel and tourism level 5 programme will continue to be consistent and sound, but evidence of continuity of sound performance in other areas is not as strong. While ACMI is committed to sustainability and is tapping into growth opportunities, current learner numbers are small, with just one learner in the English faculty. The decline in numbers in English is attributed to regulatory changes. ACMI has applied to NZQA for new programme approvals to support growth, but initial applications were not approved.
- NZQA has found some aspects of non-compliance relating to a small number of past learners. ACMI responded promptly and effectively, but the existence of these issues shows that oversight could be improved.
- Learner feedback is effectively used to improve aspects of programme design and delivery.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Self-assessment needs improving to demonstrate how well learners achieve. Current data shows general learner satisfaction and solid completion rates – completions for the IELTS preparation programme are around 90 per cent. But it is not known if the approximately 40 IELTS preparation graduates achieved their learning goals. There is no information on the skills and attributes they have developed.</p> <p>Learners have developed some useful core skills, knowledge and attributes in the travel and tourism programme. However, this information was evidenced through the evaluators' interviews with learners, rather than through ACMI's own quality processes. While the English faculty had the most enrolments in 2017 and 2018, there was only one current learner enrolled at the time of the EER and just three graduates available to speak to. This heightened the need for good self-assessment information to understand performance.</p> <p>Of 26 travel and tourism enrolments, just one learner has withdrawn, and one enrolment was terminated. Six have graduated and 18 are in progress. Travel and tourism learners interviewed for the EER described developing key skills, knowledge and attributes, knowledge of the Treaty of Waitangi, Māori culture, New Zealand society and the academic environment, and improved English language. This achievement has been supported through additional free classes provided by ACMI focused on learners' personal and academic growth.</p>
Conclusion:	Variable self-assessment coverage limits a full understanding of how well learners achieve, and is a gap to be addressed.

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

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

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Five learners have graduated from the level 5 travel and tourism programme and one from the level 6 programme since it started in 2017. The level 6 graduate is employed as a travel consultant and four of the level 5 graduates intend further study.</p> <p>An employer of a current travel and tourism learner described that learner's increased contribution to her business and motivation and confidence due to his studies. An industry stakeholder and advisory committee member confirmed the relevance of the travel and tourism programmes to industry need and demand. This person values ACMI's niche and industry preparation focus and the contribution of international learners to support the international base of the New Zealand travel and tourism market.</p> <p>ACMI has sought industry feedback to strengthen programme relevance. Learners learn to use an established industry travel ticketing platform and gain knowledge that will support their work-readiness and entry to industry.</p> <p>In 2019, ACMI contacted English language graduates to identify whether they are in employment or further training. Outcomes identified are 'work' or 'study', but it is not apparent from the data what the study is or if the graduate was in work during, or as a result of their study.</p> <p>Learner feedback has not been gained on the value-add and difference made as a result of studying at ACMI. For example, there is no feedback collected from learners about whether they believe their confidence or English language proficiency has improved, or their wellbeing enhanced. ACMI recognises it would be of value to capture graduates' official IELTS results, and has recently made arrangements with three British Council test centres in Auckland to directly enrol learners in tests with these centres and to receive the results directly. It is intended that the results will contribute to ACMI's self-assessment processes.</p>

Conclusion:	Gaps in self-assessment coverage limit a comprehensive understanding of the value-add and the benefits for learners since studying at ACMI.
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### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>English language learners' needs are identified by a placement test and interview. A trial lesson is offered. The IELTS preparation programme provides numerous practice testing opportunities. Course books are internationally recognised and aligned to the Common European Framework of Reference for Languages. Learner surveys show mostly satisfaction with materials, activities, facilities, teaching and support.</p> <p>Internal and external moderation processes are established. Appropriate tools and processes are used to verify the authenticity of learner work. For travel and tourism, ACMI purposefully sought an external moderator who would not shy away from providing improvement-focused feedback. That moderator commented favourably on the quality of assessment.</p> <p>Travel and tourism learners are satisfied with their programme. Learning activities are engaging and give relevant exposure. Learner feedback is acted on, including action that management took to improve the quality of teaching after some learner dissatisfaction, and which saw improved learner satisfaction. The travel and tourism programmes are of relevance to industry and are reviewed and improved with industry input.</p> <p>Travel and tourism teachers have postgraduate qualifications in business administration and management, but do not have travel and tourism sector qualifications or experience. ACMI's programme approval application stated that staff would have industry experience. ACMI says the impact on teaching and learning is mitigated by input from suitably experienced academic and industry stakeholders, and because business-related modules make up a key part of the programme.</p>
Conclusion:	Programme design and delivery are regularly reviewed through

	learner feedback, established external and internal moderation processes, and industry input. Learner survey feedback indicates that programmes and activities match learners' needs.
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#### 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Learners attend an initial and subsequent orientation to ensure information is clear and absorbed. Staff frequently check in with learners when they start, to see how they are settling in and to establish relationships. Learners interviewed considered that staff 'really care' and that their happiness and safety is a key focus.</p> <p>Wellbeing is closely monitored, particularly where there are concerns, as in the case of a current example where close, regular and ongoing monitoring is necessary and in place. Learners are surveyed soon after they start and at the end of each term. Feedback is closely reviewed and acted on. Actions and outcomes are recorded.</p> <p>Learners value an inclusive learning environment involving small class sizes and one-to-one engagement. They value the time and support provided to them, if needed, outside of class hours. Learners are provided with learning opportunities outside the standard programme to support their learning and achievement. Academic writing and English language support classes are provided each week after class, as is learning to use an electronic travel ticketing platform. Learning requirements to be completed outside of class time are directed by set activities.</p> <p>ACMI now has learners from new markets and is looking to build support connections to meet diverse learners' needs. The PTE plans to maintain small classes and close support alongside growth.</p>
Conclusion:	ACMI understands and is responsive to learners' wellbeing and needs. Learners receive close one-to-one support and extra timetabled learning opportunities to support learning.

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

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Organisational purpose and direction is clear. Resourcing seems appropriate. The PTE has been operating with negative equity. It intends injecting funds and confirms a commitment to sustainability, encouraged by increasing financial projections. Sustainability is a work in progress given small learner numbers. ACMI is entering new international markets, resulting in a small increase in enrolments and positive agent projections. ACMI identifies new programme approvals as a key to growth, but initial applications were not approved by NZQA. ACMI intends using external support to meet NZQA application requirements.</p> <p>ACMI is receiving support from its founding chief executive in the absence of the current chief executive because of illness. The managing director attends weekly staff meetings and is closely involved in management. An industry and academic-constituted advisory committee gives relevant advice which is considered.</p> <p>Processes to support delivery of the level 6 travel and tourism programme are unclear pending confirmation of enrolments for September 2019. Delivery will require the team leader to be supported by staff with sector experience – ACMI’s programme approval documentation specifies that the team leader will have industry experience, but this is not currently the case. It is unclear how learner engagement with industry will be facilitated.</p> <p>The learning environment is modern and pleasant. ACMI effectively supports improved staff performance. In-depth teacher observations contribute oversight of teacher effectiveness.</p> <p>Data analysis is effective in some aspects but there is not full coverage (see findings 1.1 and 1.2).</p>
Conclusion:	Some aspects of performance and self-assessment are strong, but organisational sustainability and financial viability are works in progress. Plans to support ongoing performance are unclear.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Processes are in place to manage compliance accountabilities. Some are effective, but some have recently needed improvement following issues identified by NZQA and not ACMI. ACMI has responded promptly to address these issues. However, their occurrence indicates that a more comprehensive understanding and review of accountabilities would be beneficial, including regular checking of programme approval documentation.</p> <p>ACMI's self-assessment summary showed that four learners under 18 years of age were enrolled in English language training schemes, the last in April 2019. Training scheme approval documents specify learners must be 18 years-plus. ACMI misinterpreted advice from NZQA about enrolling under 18-year-old learners in short study group tours. ACMI has immediately corrected marketing materials to align with approval requirements.</p> <p>In 2019, NZQA has been in correspondence with ACMI about it not fully meeting insurance and employer approval requirements for some enrolments. Mostly this related to past learners enrolled in 2017, and three more recent learners. ACMI has since strengthened its processes and evidence required for enrolment. All international learner files sampled for this EER contained correct visa, insurance and entry requirements.</p> <p>During engagement with NZQA prior to the EER, ACMI identified that an agent had incorrectly taken fees prior to a learner's start date. ACMI has since tightened its agent agreements and addressed the issue with the agent. ACMI has relevant processes in place to assure the quality of agents. Learner feedback is passed on to agents to help them improve their practices. Since its first Code of Practice self-review, ACMI has improved review processes, taking on guidance provided by NZQA.</p>
Conclusion:	Gaps in performance have been identified by NZQA and generally not by ACMI. ACMI has immediately addressed gaps

	but their occurrence signals a need to strengthen self-review.
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# Focus Areas

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

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

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>

## 2.2 Focus area: Certificate in IELTS preparation with General English (Level 3)

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

## 2.3 Focus area: Travel and Tourism

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

## Recommendations

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

NZQA recommends that Aotearoa Career and Management Limited trading as Aotearoa Career and Management Institute:

- Establish fit-for-purpose processes to collect self-assessment information to understand the extent to which learners achieve their goals and to understand the nature of the core skills, knowledge and attributes gained as a result of studying at ACMI.
- Ensure that prior to delivery of the level 6 travel and tourism programme, teaching staff have the appropriate background specified in programme approval information.
- Engage with NZQA's approvals and accreditations team about the current situation of level 5 tourism and travel teaching staff (and the programme leader) not having specific travel and tourism qualifications and experience – the programme approval application documentation specifies the requirement of industry experience.
- Review processes to ensure effective self-review of the management of key compliance accountabilities, including adherence to programme and training scheme approval documentation.

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

## Disclaimer

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

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

- *Identify organisational fraud<sup>2</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>2</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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*Final report*