External Evaluation and Review Report

Aotearoa Career and Management Limited

Date of report: 27 July 2021

About Aotearoa Career and Management Limited

Aotearoa Career and Management Institute (ACMI) delivers level 5 and 6 tourism and travel programmes solely to international students.

Type of organisation:	Private training establishment (PTE)
Location:	Level 6, 290 Queen Street, Auckland
Code of Practice signatory:	Yes
Number of students:	International: 16 equivalent full-time students
Number of staff:	Three full-time and four part-time staff
TEO profile:	[Aotearoa Career and Management Ltd](#) (NZQA website)
Last EER outcome:	At the 2019 EER, NZQA was Not Yet Confident in ACMI's educational performance and Not Yet Confident in its capability in self-assessment.
Scope of evaluation:	The focus areas selected for the EER were: • International Students: Support and Wellbeing • New Zealand Diplomas in Tourism and Travel (Levels 5 and 6) Ref: 2206 and 2207
MoE number:	9135
NZQA reference:	C45366
Dates of EER visit:	11 and 12 May 2021

Final

Summary of Results

ACMI has made improvements since the last EER, shown resilience and paid attention to supporting students and the quality of delivery. Recognition of sector challenges, ensuring appropriate resources, and planning for business sustainability now need to be the focus for ACMI.

Confident in educational performance

- Achievement shows that students are completing their qualifications and their important needs are being met.

- Students value their qualifications and the transferable skills they are acquiring.

- ACMI is meeting students' wellbeing and support needs well. Students are engaged in their learning and are provided with individualised support.

Confident in capability in self-assessment

- The tourism and travel programmes are designed and delivered to match stakeholder and student needs.

- Accountabilities and responsibilities are clear, and processes are in place for managing compliance matters.

- At the current scale, within this domain of education (tourism and travel), and in view of ACMI's delivery and experience, NZQA can be confident in the PTE's future educational performance.

- ACMI is using the tools available to collect feedback from students and industry. Further development of these tools and more in-depth analysis and interpretation of the data will better inform the value of outcomes, enhance and confirm programme content, and provide a richer picture of the impact of improvement strategies.

Final

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Qualification completion rates are good. Of the 24 enrolments in the level 5 diploma since July 2019, 19 have completed, giving a 79 per cent completion rate. At the time of the EER there had been two graduates from the level 6 diploma, with eight students in progress in this programme. ACMI has a good understanding of the reasons for the small number of students who have withdrawn or not completed their qualification. These achievement rates reflect the student capabilities and the intensive support offered by the ACMI team. ACMI uses an experienced academic working in the same field for external moderation, and the outcomes are positive. This gives the evaluators a good level of confidence in student achievement. ACMI is meeting the important needs of the students. This was confirmed by the students interviewed by NZQA. The students presented with high levels of maturity, were highly satisfied with their progress, the skills gained, and their achievements as a result of their study. This demonstrates good outcomes for the students. With the small number of students, ACMI teaching staff can monitor progress on an individual level. This is shared at regular meetings and end-of-term reviews, as evidenced in meeting minutes and notes. Formal self-assessment practices could be better informed by achievement data at course level.
Conclusion:	ACMI has a good understanding of student achievement. Students are highly motivated and well prepared for the level of study, and are gaining useful skills and completing their qualifications.

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

Final

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

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	ACMI has knowledge of the qualification outcomes for their students. Twenty-three students graduated from the level 5 and two from the level 6 tourism and travel qualifications between January 2018 and February 2021. The destination data shows that 16 of the level 5 graduates have continued in further study, eight with ACMI, and eight have continued their studies with other providers, in other fields. As the international students are getting visas and signing up for the pathway programme (level 5 and 6), ACMI acknowledges that they need to work on student retention from the level 5 to the level 6 qualification. ACMI reported that one of the level 6 graduates has moved into full-time employment as a travel consultant, and the other had moved into relevant employment after graduation. However, this person lost this job because of the impact of the pandemic on the tourism and travel industry. This demonstrates that ACMI is providing graduates with the skills for employment in the industry, where available. The end-of-course evaluation summary completed by level 5 students shows that the programme helped them to achieve their expectations and the goals that they had when enrolling with ACMI. The students interviewed had a good understanding of the impact of the pandemic on global tourism and the travel industry, and the implications for their employment prospects. They were optimistic that the skills they were acquiring, including communication and teamwork, would be transferable to other service-orientated industries. For some, they were using these skills in their current part-time jobs. The strongly industry-based and informed advisory committee reported that ACMI is providing value for students and the industry. Members presented a level of optimism about the recovery of the tourism and travel industry. They provided data to support that the need for staff will begin to increase again.

Final

	Self-assessment information relating to the value of outcomes is modest at this stage. ACMI needs to develop a more comprehensive picture of the value for all stakeholders, including how graduates' skills and knowledge are being effectively applied in other areas.
Conclusion:	Students value the outcomes, including transferable skills and qualification completions. Self-assessment needs to develop a more in-depth picture of the value of the outcomes.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	ACMI is now focused solely on tourism and travel programmes. The delivery and learning resources are appropriate to the level of the programmes. Students described the learning and assessment expectations between level 5 and level 6 programmes, for example research skills at level 6 requiring the ability to evaluate information rather than just analysing it. A moderation plan has been implemented, with generally positive results. This evidence provides some assurance that the teaching is at the right level and assessment is valid and marking is consistent. Teachers employ and execute a range of well-planned classroom activities and assessment approaches. These are supported by industry visits and guest speakers. ACMI has clear guidelines on academic integrity. Students have a good understanding of the expectations and implications of breaches. Students are provided with personal academic support from their teachers. ACMI focuses this support on the development of academic research and writing, communication, and personal presentation skills. The size of the current student cohort makes this achievable and is contributing to the students' success. ACMI has experienced subject knowledge teachers, with formal teaching qualifications, who are trained in assessment and

Final

	moderation or have extensive academic experience. According to student interviews, teachers maintain positive and active relationships with the students.
	ACMI's key stakeholders, represented by the industry advisory committee, provide feedback on industry requirements. ACMI reported that they use this as inputs into programme design and delivery. However, more comprehensive documentation showing how programme content is modified and confirmed as the result of graduate and stakeholder feedback would strengthen self-assessment.
	Training in a current industry software tool for centralised reservations is offered free to all students as an add-on to their programme, and to enhance their employability. ACMI is establishing an agreement to run this training and award a completion certificate.
	Regular course evaluation surveys are used to collect feedback from the students. In 2020, level 5 students rated the teachers, help from staff, relevance of modules and programme content, facilities and activities, as good to excellent. Survey design and analysis could be enhanced to provide more comprehensive information for input into areas for improvement.
Conclusion:	Programmes are well designed and delivered to match stakeholder and student needs. ACMI supports the delivery with appropriate resources. Self-assessment is effective but needs to build more of an evidence base to warrant higher ratings.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	International students' wellbeing and support needs are being well met by ACMI. Student information provided in the prospectus and the handbook is kept current and informative. A detailed orientation to living and studying in New Zealand is provided when students commence their study. Students reported being well supported as they settled into their new environs. Staff helped them to access public transport systems

Final

	and open bank accounts, and advised where to find help and part-time work. A 24-hour helpline is available, with one student reporting having used this assistance.
	Students have useful engagement with their own communities of interest, and have established social, work and accommodation networks beyond ACMI, as well as within their own student group.
	Students' learning goals are well understood by ACMI staff. These are captured on enrolment, reflected on during the programme, and at graduation. Staff understand and discuss student progress, attendance and any other welfare needs on a regular basis. This is evidenced in the tutor and management meeting minutes.
	Support is readily available, students are engaged in their learning programmes, and are provided with useful feedback that informs their learning and progress.
	During the Covid-19 lockdowns ACMI kept students well connected and engaged in their learning. Staff reported that students were focused on their learning. Their participation in online sessions, as a proxy for attendance in class, was excellent.
	Students have limited opportunities to apply their knowledge and skills in contexts outside of the classroom, as the current programme design is based on course work. On a recent field trip to the Maritime Museum, students were involved in role-plays as tour guides, and were invited to return in their own time to further develop and practise their tour guide skills. It would be beneficial for students to be provided with more opportunities to apply their skills outside of the classroom.
Conclusion:	ACMI is meeting students' wellbeing and support needs. Students are engaged in their learning and are well supported by experienced teachers.

Final

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	In its four and half years of operation, ACMI has faced some setbacks. Its first unsatisfactory EER result in 2019 was followed by the impact of Covid-19 and the border closures on the supply of international students. These factors and the resulting impact on the tourism and travel industry created a 'perfect storm' for ACMI. Despite these setbacks, ACMI has shown resilience and is paying attention to supporting its students and the quality of delivery. The improvement plan agreed with NZQA after the last EER has been implemented, and improvements have been made where issues were identified. The PTE considers and adjusts its strategy to respond to changing circumstances, such as the pandemic. There is ongoing consultation with the expertise on the advisory board. Their input is currently assisting the director to develop a plan to build a more sustainable delivery model going forward. Internal communication with the small and cohesive staff cohort also supports the director's leadership and guidance. ACMI is a small, cohesive team closely supporting students' learning and wellbeing. Staff are valued and their experience is respected by the director, industry advisory committee members and the students. Staff are undertaking a range of professional development activities appropriate to their administrator or teaching roles. Stakeholders are identified and contribute to the advisory committee's functioning, or informally as key contacts. A good range of business, industry and tertiary education inputs are being actively utilised to inform programme delivery. Self-assessment activities are developing: feedback is collected and used to make improvements; courses are being reviewed after delivery; and annual programme reviews are being implemented. There are further opportunities to extend the current activities to be more insightful and lead to ongoing improvements in a way that can readily be evidenced.

Final

Conclusion:	Despite setbacks, ACMI has shown resilience and is paying attention to supporting students and the quality of delivery. A strategy for post-Covid-19 to build a more sustainable delivery model for the future is in development.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	ACMI's improvement plan, agreed with NZQA following the 2019 EER, has been completed. The Type 2 change, approved in 2020, ensures staff qualifications and experience are aligned with the programme documentation. A compliance schedule with clear accountability to the director, and operational responsibilities allocated to the senior administrator are being actioned. This NZQA Risk team is engaging with ACMI regarding a plan that will ensure ongoing financial viability. The sample of student records viewed during the evaluation contained the required information and were accurate. This information matched with the student enrolment and attendance registers, and the students interviewed. The tourism and travel programmes are being delivered in accordance with NZQA approval. This is evidenced in timetables, attendance registers, course outlines and student reports. Interviews and documentation indicated the Education (Pastoral Care of International Students) Code of Practice is being implemented well. ACMI has reviewed their practice, identified areas for improvement, and the action plan is being worked on. The administration team has a good understanding of Immigration NZ visa requirements. They attend seminars when offered by Immigration NZ and NZQA to keep up to date with regulations and compliance requirements.
Conclusion:	ACMI has made improvements since the last EER. Accountabilities and responsibilities are clear, and processes

Final

	are in place for managing compliance matters.

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:	**Good**
Self-assessment:	**Good**

2.2   Focus area: New Zealand Diplomas in Tourism and Travel (Levels 5 and 6)

Performance:	**Good**
Self-assessment:	**Good**

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:

- Collate and analyse course completion data along with qualification completion data to provide a more in-depth understanding of student achievement.

- Collect and utilise more comprehensive evidence from graduates and stakeholders to modify and confirm programme content is matching needs and giving a fuller picture of the value of outcomes.

- Enhance student survey design and analysis of results to provide more comprehensive input into improvement strategies and understanding of their impact.

Requirements

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[2]*

- *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.*

---

[2] 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.

Final

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.
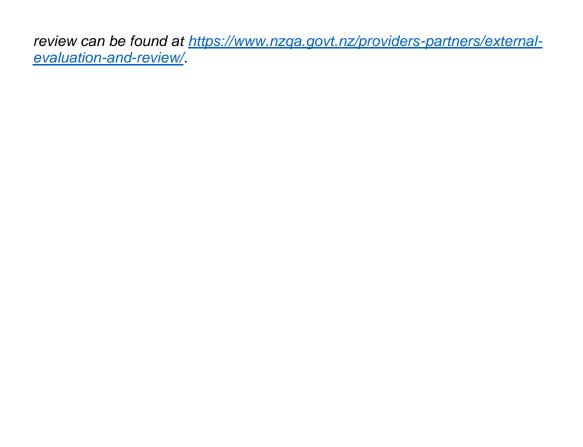
In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also 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). 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

Final

review can be found at https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/.

Final

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz

Final