



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Yoobee Colleges Limited

Date of report: 18 December 2024

# About Yoobee Colleges Limited

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*In April 2022, the New Zealand School of Tourism Group was incorporated into Yoobee Colleges Limited, creating the largest private training establishment (PTE) in New Zealand. The PTE operates through four key industry verticals: creative industries; tourism; hair, beauty and wellbeing; healthcare; and the associated 'brands'.<sup>1</sup> Training is delivered from campuses throughout New Zealand and online.*

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Type of organisation:	Private training establishment
Location:	Level 4, 3 City Road, Grafton, Auckland
Eligible to enrol intl students:	Yes
Number of students:	<u>As at 7 August 2023</u>  Domestic: 3064.373 equivalent full-time students (5266 enrolments); Māori 868 (16.05 per cent), Pasifika 738 (13.64 per cent), disabled 692 (12.79 per cent)  International: 107.785 equivalent full-time students (143 enrolments)
Number of staff:	264 full-time and 38 part-time staff
TEO profile:	See <a href="#">Yoobee Colleges Limited</a>  Yoobee Colleges is part of a larger education group, UP Education, which provides governance and strategic guidance across its education units.  Since the last EER, Yoobee Colleges has consolidated the 2018 merger of individual creative and tech PTEs into Yoobee College of Creative Innovation. In April 2022 the New Zealand School of Tourism Group was incorporated into Yoobee Colleges. Most recently, the Healthcare Academy of New Zealand has been established to meet the

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<sup>1</sup> Yoobee Colleges Limited operates under five brands: Yoobee College of Creative Innovation (YCCI), New Zealand School of Tourism (NZST), Elite School of Beauty and Spa, Cut Above Academy, and Healthcare Academy of New Zealand.

	growing demand for healthcare practitioners in New Zealand.
Last EER outcomes:	<p>NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of Yoobee Colleges (2019).</p> <p>NZQA was Highly Confident in the educational performance and Highly Confident in the capability in self-assessment of New Zealand School of Tourism (2018).</p>
Scope of evaluation:	<ul style="list-style-type: none"> <li>• Bachelor of Animation (with majors in Story and Character, World-Building and Visual Effects and Interactive Media and Games) ID 116919 (Ref: 2794-1)</li> <li>• Diploma in Film and TV Production (Level 6) ID 126379 (Ref: 3213-1)</li> <li>• Certificate in Creative Media (Level 4) ID 123491 (Ref: 2692-2)</li> <li>• Diploma in Tourism and Travel Management (Level 5) ID 127390 (Ref: 2206-1) and ID 127448 (Ref: 2206-2)</li> <li>• Beauty and Body Essentials (Level 4) Certificate ID 127376 (Ref: 3444-1); and Professional Face, Body and Spa Therapies (Level 5) Diploma ID 127392 (Ref: 3445-1)</li> <li>• Certificate in Information and Technology (Level 5) ID 122855 (Ref: 2595-2)</li> <li>• International Student Support and Wellbeing</li> </ul>
MoE number:	9324
NZQA reference:	C53925
Dates of EER visit:	7-10, 15 August 2023

# Summary of results

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*Educational achievement and value for key stakeholders has been very strong in several programmes; less so in others. Self-assessment has improved markedly in recent months, and has led to some necessary organisational improvements.*

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## **Confident in educational performance**

- Learners gain valuable skills and knowledge for employment or higher-level study. There are further opportunities to capture and report on the fullness of student success and the value this provides the students, industry stakeholders and communities.
- Most programmes meet the needs of industry, stakeholders and learners. However, NZQA identified significant weaknesses in assessment, moderation and delivery with some of the programmes in scope.

## **Confident in capability in self-assessment**

- Yoobee understands its students' learning goals and offers them effective wrap-around academic and pastoral support. There is widespread commitment to the success and wellbeing of all students.
- Yoobee has a clear purpose and strong leadership. Educational oversight has been more variable, but recently mitigated by a series of management initiatives.
- Yoobee is generally managing its important compliance accountabilities well. Responsibilities are clear and shared across campuses, support functions, the executive and the board.
- NZQA acknowledges that since the completion of the EER enquiry, Yoobee has invested heavily in a wide range of improvements. Some of these improvements were in progress at the time of the EER; others have been undertaken in response to NZQA's EER findings. Early indications of the effectiveness of these changes are promising.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Qualification completion across the programmes in scope has been variable. Some, such as those in film, television and beauty, have had very strong levels of achievement. However, others have performed less well. Further, achievement sometimes fell short of Yoobee's own aspirational key performance indicator of 85 per cent (refer Tables 1 and 2, Appendix 1).</p> <p>At the time of the EER enquiry, Yoobee's own analysis of this inconsistency in learner achievement across its programmes was limited. Subsequently, however, Yoobee has devoted considerable resource to increase the rigour of its academic oversight, with some promising early results.</p> <p>As at many other tertiary education organisations, there have been long-term parity gaps in achievement between Māori and Pasifika learners (on the one hand) and their non-Māori and non-Pasifika counterparts (on the other). This pattern was exacerbated under the special conditions of the pandemic (see Tables 1 and 2, Appendix 1). However, Yoobee has been addressing this problem proactively, and recent data indicates improved results for these priority learners.</p> <p>Yoobee has processes in place for learners to self-identify disabilities/impairments that may impact on their learning. Data on these learners is being reported in learner profiles. However, at the time of the EER there was no evidence that Yoobee had tracked the achievement of these learners, or had identified any opportunities for improving its academic support for</p>

<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	<p>them. Recent initiatives across the campuses should help address this gap.</p> <p>Learners on lower-level programmes complete the Tertiary Education Commission literacy and numeracy assessment tool at the beginning and end of their programme. The PTE uses the resulting data for diagnostic purposes but does not yet include gains in literacy and numeracy in the learner achievement data used at Yoobee.</p> <p>Yoobee has good data available, for example Power BI Analytics data, and live reports to enable individual monitoring of progress and engagement. Despite this resource, analysis and understanding of educational performance across the organisation has been inconsistent. Staff speculated on why performance had been variable, but deeper analysis was lacking. A range of recent, strategic commitments to staff training and management could lead to quick improvements here.</p>
Conclusion:	<p>Educational achievement within the scoped programmes has been variable. The quality and coverage of Yoobee's self-assessment has also been inconsistent. Yoobee is still developing systems to understand the meaning of its achievement data, to draw valid conclusions about educational performance and enable organisational improvements.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Yoobee Colleges supports and encourages progression both within and between qualifications, where pathways are available. Bridging programmes, such as the Certificate in Creative Media, are specifically designed to provide learners with the skills and knowledge to pathway to a range of higher-level programmes across the creative media field. This progression is used as a measure of the value of outcomes for learners.</p>

	<p>Since the last EER, of the learners who have completed qualifications, over one-third have progressed (refer Table 3, Appendix 1). There is some variation in progression between the brands, with the strongest being YCCI with 73 per cent, and the lowest NZST with 41 per cent. While there are some strong results indicating that learners are engaging successfully with further study, Yoobee has some way to go to achieve its target across programmes where pathways are available, brands and campuses.</p> <p>Yoobee surveys graduates to gather information about their destinations and job-readiness, and to understand the value of the learning. This information is also used to improve services and programmes. Contacting graduates after graduation has been challenging for Yoobee. Response rates over 2019-22 ranged from 45 per cent in 2019 to a low of 11 per cent in 2022. The data provided for this EER showed that, on average, 37 per cent of YCCI contactable graduates, and 33 per cent of NZST contactable graduates are in employment.</p> <p>The recently merged graduate destination team has significantly revised its approach to connecting with Yoobee's graduates. New tools have been developed and more nuanced feedback information sought. Over time, this initiative should provide Yoobee with stronger graduate data, which would in turn strengthen the ongoing review of its programmes.</p> <p>Tutors interviewed in programmes within the scope of this EER reported on the successes of their graduates and positive feedback from some employers. Yoobee profiles students' and graduates' successes in a range of ways, including success walls, social media and awards. Incorporating this information with quantitative data would provide a much fuller view of graduate outcomes.</p> <p>Yoobee employs a range of strategies, embedded in programmes, such as professional practice, internships and mentor programmes, to prepare students for employment. Representatives from some industries, such as film/television and beauty, said the graduates they employ arrive work-ready, with appropriate soft skills and a good level of industry-relevant skills and knowledge.</p> <p>Generally, industry feedback and employment outcomes indicate that students are acquiring useful skills and</p>
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	<p>knowledge. Through their study, students are also reported to be gaining valuable transferable skills, such as collaboration, communication, time management and a work ethic.</p> <p>Some learners said the ability to access and succeed in education had given them increased confidence and self-esteem. They had been motivated to continue with their study goals or use their skills in employment. At this stage, Yoobee (like most other PTEs) does not formally measure learners' personal and wellbeing gains and social contributions, but could consider doing so as a sector-leading initiative.</p>
Conclusion:	Learners gain valuable skills and knowledge for employment or higher-level study. There are further opportunities to capture and report on the fullness of student success and the value this provides the students, industry stakeholders and communities.

### 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>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Yoobee's programmes are generally well designed and relevant to their diverse stakeholders and communities. Yoobee's engagement with industry stakeholders, for the purposes of gathering input into programme design and delivery, is variable across the brands. For instance, in the creative area, stakeholders felt they had direct influence on the content of the programme, yet in other areas this influence was less formal and reliant on staff personal networks and relationships.</p> <p>The PTE's policy on advisory boards stipulates that external advisory boards be in place for each programme at level 7 and above. Disruptions over the Covid-19 period and limited engagement for the newly formed boards have not provided sufficient evidence of their operational efficacy. There is no formalised consultation group or network for most of the other 46 programmes in the PTE's</p>

	<p>portfolio, to ensure they maintain relevance to stakeholders and communities.</p> <p>Links to iwi are a work in progress and will need to be specific to each campus.</p> <p>At the time of the EER enquiry, the centralised programme design team, supported by UP Education learning designers, drew on the knowledge of lead tutors as content experts for the development and design of the online programmes and assessments. There was guidance for general staff on information to include in programme applications, and information around programme design. Subsequently, NZQA notes that Yoobee has increased staff representation on key academic committees and has redelegated programme design to the constituent colleges.</p> <p>Yoobee policy requires all programmes to participate in and annual programme review (APR) process. At the time of the EER enquiry, there was limited evidence of changes made to programme or assessment design and delivery based on the evaluation of achievement and outcomes, industry advice and student feedback. For example, there was limited understanding of attrition rates and whether this relates to enrolment, programme design, assessment, delivery or resources.</p> <p>A programme development committee was established in early 2023 to review proposed new programmes and changes to existing programmes. The committee's advice to the academic board on programme enhancements, content development and learning and teaching resources has the potential to enhance continuous improvement. This may provide greater assurance that programmes are meeting the existing and emerging needs of students and stakeholders. Further academic management initiatives that have occurred since the EER enquiry are also likely to support the committee's work.</p> <p>Internal moderation has been variable in quality. Despite good practices in some programmes, NZQA discovered serious flaws in the Certificate in Information Technology with respect to assessment and moderation. At the time of the EER enquiry, the full NZQA monitoring report had not been tabled with the executive or with the academic board, although it had been finalised by NZQA since April</p>
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	<p>2023. A summary of some issues was included in internal reports and noted in minutes. However, these references failed to recognise the serious nature of the findings. Nor were the learners quickly transitioned to the new programme in accordance with good academic practice and the approved and agreed transition plan. In response, Yoobee has recently employed an experienced moderator, and has undertaken intensive staff training.</p> <p>In some programmes, the emphasis had apparently been on the timeliness and compliance of the moderation activity, rather than using the results during the APR process to improve assurance, validate results and enhance assessment tools and practices. The academic board is in the early stages of focusing on the outcomes and themes at an institution level, understanding risks and mitigations, planning improvement strategies and monitoring progress.</p> <p>Prompted by the Covid disruptions and the need to move delivery online, Yoobee has invested in a purpose-built learning management system and an online facility. While this mode has improved accessibility for learners – particularly those outside the main centres or with health and wellbeing challenges – feedback from learners has so far been mixed. Achievement rates are lower than for campus-based programmes, and in some areas have declined in the last few years. Tutors are challenged by their changing role, from teaching to online facilitators.</p>
<p>Conclusion:</p>	<p>Programmes are mostly relevant and meeting the needs of stakeholders and learners. More purposeful engagement with learners, industry and stakeholders is required to ensure that all programme and activities are consistently meeting needs. Some isolated but serious weaknesses in moderation and assessment design and practice are beginning to be addressed.</p>

## 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>Yoobee offers learners a range of academic and wellbeing support and resources. These support mechanisms are generally effective and are assisting learners to engage with learning.</p> <p>The dedicated learning success team is well connected, has role clarity and is able to quickly connect the learner to the right person to get the support they require. This is strengthened by the strong connection between the teaching teams and the learning success team.</p> <p>Learners are generally well supported as they enter their study. The high levels of attrition in some programmes or campuses, such as tourism and travel, have been identified by staff as being due in part to the level 4 graduates not being well prepared for study at level 5. Yoobee has taken steps to enhance the preparation for students from level 4 to level 5 study. At the time of the EER, there was no measure to determine the success of these efforts. In all programmes, learners are interviewed to help them choose a pathway to meet their study and career goals.</p> <p>Yoobee provides one-to-one support to those who require learning assistance, or other relevant support for those with disabilities/impairments. Programmes and the support around them are designed to aid learning and to also have a good fit with differing abilities and learning styles.</p> <p>At-risk learners are identified through a system of reporting and intervention. Although this is effective, more focus on the needs of Māori and Pasifika students is required, given the parity gap across the organisation.</p> <p>Robust systems capture the learner voice. Strong evidence was heard of Q-Time<sup>3</sup> being appreciated by learners for</p>

<sup>3</sup> Q-Time is a purposeful approach, involving regular catch-ups with individual learners and their class tutor. It is based on the AID model: A - Aspirations/Goals, I - Individual Connection, and D - Derailers/Barriers.

	<p>establishing and monitoring goals and aspirations. The frequency of this strategy varies depending on learner needs.</p> <p>Evidence-based analysis is occurring in some programmes to understand and provide the best possible support for the online learners.</p> <p>Yoobee assesses the literacy and numeracy levels and needs of learners studying at level 3 and below, and some level 4 programmes, with online tests conducted at the beginning, midway and at the end of learning to note progression.</p> <p>A strong Code<sup>4</sup> team, with specific roles, ensures international learners are well supported throughout their study. The small international learner numbers have added value to the experience of domestic learners.</p> <p>Learners and graduates spoke of the learning and wellbeing support received and its positive impact on them or others.</p>
<p>Conclusion:</p>	<p>Learners' learning goals are well understood. Wrap-around academic and wellbeing support motivates their learning. Staff show a good deal of passion and commitment to ensure there is widespread and embedded commitment to the success and wellbeing of all learners.</p> <p>Data collection and analysis of the contribution of learning support to learner success and outcomes is evident at organisational level. This aims to provide an understanding of the impact of the support, which in turn should inform resource planning and service improvements. At the time of the EER enquiry, this was not yet universally understood at the programme level.</p>

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<sup>4</sup> The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The Yoobee Colleges board provides a clear vision and strategic direction. It sets out annual performance metrics and expectations for the chief executive to deliver on. The board meets regularly with the senior management team for progress reporting. The strategy and targets are well communicated to staff through regular roadshows and management engagement. The retention of the trading brands – for example Cut Above and Elite, and their distinct characteristics and industry connections – has given staff a feeling of belonging while becoming part of the larger entity.</p> <p>To support recent developments and expansion, Yoobee has merged and opened new campuses and developed new programme offerings. While this has enabled some immediate efficiencies, the long-term impacts on educational achievement are not yet clear; this will be an obvious priority for Yoobee’s self-assessment in the near future.</p> <p>The executive, senior and programme management has been restructured and the committee structures expanded to align with the changes. Over 2023, quality management systems have been merged, and academic policies set. Although it is too soon to confirm the effectiveness of these significant shifts, these are important initiatives.</p> <p>To enable academic oversight, some new academic structures have recently been incorporated and others revised. Examples include the UP Education Group academic board, programme development committee and research committee. Comprehensive self-review of their effectiveness has not yet occurred.</p> <p>In the absence of an academic risk register, there was at the time of the EER enquiry still no formal mechanism for recording, reporting, mitigating and monitoring academic risks. The previously cited failure in assessment and</p>

	<p>moderation demonstrates the need to fill this gap. Recent organisational improvements have been put in place to address this gap, and Yoobee acknowledges that it will be necessary in the short term to evaluate the effectiveness of these changes.</p> <p>Yoobee’s core self-assessment tool is the annual programme review. The process itself is sound, potentially enabling evidence-based reflection on educational performance and valued outcomes. However, the application and understanding of performance across programme areas is inconsistent. Additionally, there has been limited analysis at organisation level to understand variability across the portfolio, establish themes and identify improvement strategies. There are early indications that processes have improved, but it is too soon to determine their impacts.</p> <p>Teaching staff are valued for their industry experience and knowledge. Yoobee is building on these strengths through a structured professional development programme to further develop adult teaching and learning capabilities. In some programme areas, staff attrition has been an ongoing problem, with the potential to disrupt delivery.</p> <p>Some staff reported being challenged by the changing pedagogy with the shift to online delivery. Specific professional development may ease this transition and help teaching staff to build skills in supporting learners’ engagement with the online content and assessment. This is a work in progress.</p>
<p>Conclusion:</p>	<p>Yoobee has a clear purpose and strong leadership. Recent changes have provided opportunities to improve and scale up the delivery of training. Significant recent investment in new personnel, processes and training should over time enable more consistent educational outcomes.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Yoobee has clearly delegated accountabilities in regard to compliance activities. Campus managers are responsible for compliance matters and reporting of these at campus level, including for health and safety. The executive provides organisational reporting, on a monthly basis, to the UP Education's board sub-committee. Yoobee is supported by UP Education's centralised services with information technology, property, human resource management, including recruitment of staff, finance and marketing.</p> <p>Annual scheduling is used for tracking due dates for compliance reporting and activity. Auditing is the key tool for ensuring that contributing process, such as enrolment and programme delivery requirements, are compliant with rules and regulations. A programme register and maintenance schedule is managed by the quality team.</p> <p>The health and safety risk registers at each campus are used to record incidents. Staff and students understand health and safety risks and are managing these well in programmes with high-risk activities, such as filming in public locations.</p> <p>With the support of UP Education services, Yoobee is effectively managing activities with regard to the Code of Practice and international students. Self-review is being completed, and areas for improvement are being addressed. An audit of a selection of student files undertaken as part of this EER found all necessary documentation in place.</p> <p>Yoobee's internal risk monitoring systems failed to respond in a prompt and effective manner to a poor moderation outcome (in the Certificate in Information Technology programme). However, recent remedial actions by Yoobee should prevent the recurrence of this compliance flaw.</p>
Conclusion:	Yoobee is generally managing its important compliance accountabilities well. Responsibilities are clear and shared

	<p>across campuses, support functions, the executive and the board. A range of processes and tools are used to monitor and manage compliance matters. One weakness in risk monitoring has now been addressed.</p>
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## Focus areas

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

### 2.1 Bachelor of Animation (with majors in Story and Character, World-Building and Visual Effects and Interactive Media and Games) (Level 7) ID 116919

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The Bachelor of Animation (Honours) is a four-year undergraduate degree to teach learners the principles and practice of animation. The programme was first delivered in Christchurch in 2021 (Auckland in 2015, Wellington in 2018) for all years. The alignment of timetables across campuses for year 3 learners has supported online teaching this year.</p> <p>Achievement on the programme is generally strong, but with some unevenness across years (refer Tables 1 and 2, Appendix 1).</p> <p>The learners said Yoobee is a positive place to study at and they feel happy there. It is an inclusive environment where learners are supported through engagement with the learner success team and one-to-one Q-Time with teachers. Recent improvements with assessments, for example with the briefs, were noted by the learners. Some learners have access to scholarships. These are well designed and mapped onto the programme.</p> <p>Staff regularly review the programme elements and make updates. Programme staff conduct research in areas related to the degree. Staff are well regarded by industry.</p> <p>On the whole, communication systems for the effective running of the degree are in place. Regular cross-campus academic meetings occur between staff. Staff have access to good resources and professional learning and development opportunities, including adult teaching and learning qualifications; they receive annual performance appraisals. New tutors are inducted and mentored via assessor verification to support their development and</p>

	<p>success. A teacher observation system supports teachers to advance their teaching skills.</p> <p>The programme has excellent support from industry. The programme is widening access for females, and this is having a positive impact on the industry.</p>
Conclusion:	<p>The Bachelor of Animation is a strong programme with strong learner outcomes. The programme, staff and graduates are held in high regard by the animation industry. Effective systems for communication across the degree have supported the roll-out across campuses. Staff are research-active and are well supported, with access to professional learning and quality resources.</p>

## 2.2 Diploma in Film and TV Production (Level 6) ID 126379

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>This 120-credit programme is delivered full-time, face to face, over 40 weeks at Yoobee campuses in Auckland, Wellington and Christchurch. Graduates are awarded the New Zealand Diploma in Screen Production (Level 6). This is part of a suite of programmes branded by Yoobee, and widely recognised by industry, especially in Auckland, as 'South Seas'.<sup>5</sup></p> <p>Learner achievement in the diploma is strong. Qualification completion was 89 per cent in 2021 and 90 per cent in 2022. The parity gap for Māori and Pasifika students was 15 percentage points in 2021 but improved to 6 percentage points in 2022. Learners are highly engaged in their learning and are well supported to gain relevant, industry-ready skills as well as achieving formal qualifications.</p> <p>Learners are gaining value from the programme. This is shown by the majority of graduates moving into higher-level study or gaining relevant industry employment. Employment outcomes for Māori graduates and women in non-traditional roles are particularly strong. However, about 25 per cent of graduates end up in employment that</p>

<sup>5</sup> Yoobee Colleges purchased the former South Seas Film and Television School in 2019.

	<p>is not industry related. This indicates that although these learners are motivated towards employment, employment opportunities in the film and television industry may be limited. Programme staff have recognised this gap, due in part to learner selection, and have strategies in place to address this.</p> <p>Stakeholder organisations anecdotally report that they are seeing graduates who are able, immediately and effectively, to apply their skills in a range of contexts.</p> <p>The programme is well managed and resourced with industry-standard facilities and equipment. Teaching staff are well qualified and experienced and supported by Yoobee in ongoing relevant professional development.</p> <p>The contributing processes that lead to the programme's high performance, and the self-assessment practices that underpin them, are well established.</p>
<p>Conclusion:</p>	<p>The Diploma in Film and TV Production is a stand-out programme at Yoobee. Learner achievement is high, graduate outcomes are largely positive, and the programme, staff and graduates are held in high regard by the film and television industry.</p>

### 2.3 Certificate in Creative Media (Level 4) ID 123491

<p>Performance:</p>	<p><b>Good</b></p>
<p>Self-assessment:</p>	<p><b>Marginal</b></p>
<p>Findings and supporting evidence:</p>	<p>The Certificate in Creative Media (CCM) is a 60-credit, level 4 programme leading to the award of the New Zealand Certificate in Digital Media and Design. The programme is delivered over 20 weeks (including a one-week holiday) in three different modes; face to face, blended model, and online. CCM is intended to introduce learners to creative and digital media while building fundamental knowledge across a range of specific contexts including design, animation and film. While there are learners who complete the CCM as a stand-alone qualification, it is primarily designed as a pathway into a range of level 5 programmes offered by Yoobee.</p>

	<p>Learner achievement in the programme is variable. Overall qualification completion was 54 per cent in 2021 and 67 per cent in 2022. Notably, qualification completion across all learner groups improved between 2021 and 2022. During the same period, the parity gap widened for Māori and Pasifika learners compared with non-Māori and non-Pasifika. For Māori, the parity gap grew from 14 percentage points in 2021 to 21 in 2022. For Pasifika learners, the gap was 15 percentage points in 2021 and 24 percentage points in 2022 (see Tables 1 and 2, Appendix 1).</p> <p>Delivery is managed across three campuses – Auckland, Wellington and Christchurch. There is interaction and collaboration between the faculty lead and teaching staff, and cross-campus moderation is undertaken.</p> <p>The fully online delivery model was implemented during 2021. This provides access to learning for those who cannot easily attend a delivery site or who have health and wellbeing concerns. While early outcomes for this programme are below the organisational target for the online campus, at 48 per cent<sup>6</sup>, it nevertheless compares well with other ODFL<sup>7</sup> providers. Yoobee has a stated commitment to online learning and is investing time and resources to improving the learner experience and outcomes.</p> <p>Graduates reported being well prepared for level 5 study, with the range of contexts providing them with a good foundation from which to continue their learning. Tutors confirmed that graduates of the programme entering level 5 study were well rounded, with both subject-specific knowledge and good self-management skills.</p> <p>Learners are well supported throughout the programme. Progress is monitored in real time.</p>
<p>Conclusion:</p>	<p>The Certificate in Creative Media (Level 4) is working as a pathway into higher-level programmes for some students. Self-assessment processes are inconsistent. Greater attention needs to be paid to supporting achievement for all learner groups and delivery modes.</p>

<sup>6</sup> Reported in the 2022 APR.

<sup>7</sup> Open, distance and flexible learning.

## 2.4 Diploma in Tourism and Travel Management (Level 5) ID 127390

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>This 120-credit, level 5 programme is delivered full-time, in blended mode, over 32 weeks at Yoobee campuses in Auckland City, Auckland Airport, Hamilton, Wellington and Christchurch. Graduates are awarded the New Zealand Diploma in Tourism and Travel Management. The suite of tourism and travel programmes which this is part of are branded as the New Zealand School of Tourism (NZST).</p> <p>Learner achievement in the diploma was weak during 2022, and the understanding by the teaching and programme management staff of the factors contributing to the poor educational performance requires development. Qualification completion was 55 per cent in 2022. The parity gap for Māori in 2022 was 27 percentage points, and 25 percentage points for Pasifika students. Yoobee is aware of the parity gap for Māori and Pasifika learners and is providing some additional support. The low qualification completion rates for 2022 were reported across all campuses. Anecdotal and recorded evidence suggests the issues were at both the programme and campus levels, which impacted programme completions.</p> <p>Some staff said that over the past two years learners had been giving up study to take up work. This assumption does not match with the relatively high retention and attendance rates, which indicate that many learners stayed the length of the programme but did not pass the qualification. Nor is it evidenced by the clear statements provided by stakeholders interviewed at the EER, that they insist that learners complete their qualifications before taking up a job offer. Evidence provided to the EER team indicated that assessment scheduling – whereby too many assessments were left until near the end of the programme due to the timing of the study tour, and assessments were all due at once – was a significant contributor to the low completions.</p>

	<p>A new version of this programme was developed and approved in 2022, with the delivery commencing in June 2023. At the time of the EER enquiry, Yoobee had not evaluated the effectiveness of improvements to the new programme. Subsequently, however, Yoobee has completed its review and advised NZQA that previous problems have been addressed.</p> <p>Those learners who do complete are gaining value from the programme, shown by the 76 per cent of graduates who responded to the survey moving into higher-level study or gaining relevant industry employment. Employers were satisfied that the graduates were proficient at their job, and all agreed that they would employ other graduates from the programme.</p> <p>Some components of the programme were moved to online delivery in 2022, primarily to mitigate staffing shortages at some campuses. Initial results were mixed. In some cases, it was not clear to the trainers who was responsible for what aspects of the delivery, assessment and learner completions of each course. Some learners appreciated access to synchronous online delivery; for others, the shift to online learning was more challenging.</p> <p>Yoobee has been aware of the initial issues and has responded by making changes to assist with the online learning delivery, such as changes to student timetabling and the division of subjects across online or face-to-face teaching modes. The effectiveness of these initiatives is not yet clear.</p> <p>The campuses are well resourced, in particular the Auckland Airport campus which features state-of-the-art cabin crew training facilities. These are also enjoyed by diploma learners from other campuses who spend time at the Auckland Airport campus as part of the 'study tour' component of the programme. Study resources such as hard-copy learner handbooks were not always delivered on time, or at all, to some campuses. A move to producing the student handbooks as e-books was trialled but this was not successful, so Yoobee has reverted to hard copies of the student handbook, with a choice of an e-book.</p> <p>Despite having good data and live reports to enable individual monitoring of progress/engagement, there</p>
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	appears to be little analysis and understanding, at the programme level, of educational performance in this programme.
Conclusion:	There appears to have been minimal analysis of the low graduation rates in this programme. Staff speculated about some of the possible reasons, but more in-depth, evidence-based analysis and appropriate remedial action is needed to improve learner achievement.

## 2.5 Beauty and Body Essentials (Level 4) Certificate ID 127376 and Professional Face, Body and Spa Therapies (Level 5) ID 127392

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>This 120-credit, level 4 programme is delivered face to face over 32 weeks at Yoobee campuses in Auckland City, Hamilton, Tauranga and Wellington.</p> <p>The 120-credit, level 5 programme is delivered face to face over 40 weeks at the same campuses. The programme has a 200-hour, 20-credit practicum either in industry (internship) or on campus (workplace practice).</p> <p>Yoobee's Beauty and Spa programmes are branded as Elite School of Beauty and Spa.</p> <p>Learner achievement for level 4 is good, with an overall qualification completion in 2022 of 81 per cent. There was some difference between campuses which Yoobee attributes to site-specific operational and staffing issues. Qualification completion for Māori in 2022 was 76 per cent, and 66 per cent for Pasifika, compared with 85 per cent for non-Māori and non-Pasifika. Further ongoing investigation and analysis is necessary to understand the reasons contributing to the variability of performance at the sites and the persistent parity gap.</p> <p>Achievement for the level 5 programme overall for 2021 and 2022 was high at 92 and 90 per cent respectively. A parity gap for Māori and Pasifika persists, but Yoobee is providing some additional support in this area.</p>

	<p>Moderation uses consistent processes across sites, with tutors seeing the value in moderation to inform improvements to assessment.</p> <p>Learners on both levels find the practical nature of the learning builds their confidence and skills. The campuses are well resourced and kept up to date with the latest products and methods through input from industry or learner feedback. In particular, the Wellington campus features the latest training facilities and resources.</p> <p>Overall, the programme outcomes are highly valued by graduates and employers, with graduates saying the qualification leads to career progression or owning their own businesses. Most level 4 graduates pathway to level 5 to gain further knowledge, experience and confidence.</p> <p>Staff are heavily invested in learner success and ensure practice emulates industry requirements. Employers spoken to during the EER expressed satisfaction that the graduates were proficient at their job, and they would welcome other graduates from the programme into their businesses.</p> <p>Yoobee has good data and live reports to enable individual monitoring of progress and engagement. There is some analysis and understanding of educational performance, but the data and analysis in the annual programme reviews provided needs to be strengthened. A more purposeful use of data would note trends and provide informed decision-making around achievement across sites, parity, and the delivery, resources and outcomes of the programmes.</p>
<p>Conclusion:</p>	<p>The programmes are well designed and are meeting the needs of graduates and employers. There is some analysis of educational performance, but there was no full and comprehensive review of each programme using the available data in a systematic manner, leading to continuous improvement.</p>

## 2.6 Certificate in Information Technology (Level 5) ID 122855-4

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>This 60-credit diploma programme had been redeveloped to align with version 2 of the New Zealand Certificate in Information and Technology (Level 5) [NZQF Ref: 2595-2]. The new programme, version 4, was approved by NZQA in December 2022.</p> <p>While previously offered in both face-to-face and online delivery modes, the programme is now only being offered online.</p> <p>This programme (v3) was monitored by the NZQA monitoring and assessment team in 2022-23, as part of planned monitoring activities for providers delivering level 5 and/or level 6 information technology programmes. The result of this monitoring activity, focused on assessment, was 'does not met criteria'. There was an extremely low level of moderator agreement (3.2 per cent across 63 learning outcomes, from eight assessments and four courses).</p> <p>This result raises serious concerns relating to the validity, fairness and appropriateness of assessment for the level of the programme, the quality of the assessment tools, and the consistency of assessor decisions. NZQA has set out its expectations (requirements and next steps) to Yoobee and will conduct follow-up re-monitoring of this certificate in early to mid-2024.</p> <p>The focus of the enquiry for this EER was on the transition of existing learners to the new version of the programme, learnings from the NZQA monitoring outcomes, how these were reflected in new assessments, and implementation of the new programme.</p> <p>The last cohort of full-time learners (enrolled in February 2023) completed the previous programme, and a small cohort of part-time learners were continuing to study this programme at the time of the EER. Given the serious nature of the assessment issues detailed above, NZQA would have expected all learners to have been</p>

transitioned to the new programme (as per the approved transition arrangements set out in the newly approved programme documentation); and the new assessments to have been used for all learners (new and transitioned). This failure has significant impact for those learners, and does not meet minimum expectations. Yoobee's self-assessment is shown to be weak in this instance.

Programme management responded to this matter, providing descriptions of the additional supports provided to learners with assessment, such as a 'master class' session. This is available to students to discuss any assessment-related issues with other students or the tutor. However, these largely formative supports do not compensate for the weaknesses in the existing assessments.

The centralised development team, supported by the UP Education learning designers, led the development of the new assessments, with subject matter input from programme management and the lead tutor. Yoobee provided examples of self-assessment in action, in the incorporation of learnings from the NZQA monitoring report into the new assessments. This included re-mapping learning outcomes, changing assessment activities, and improving assessor guidance.

Yoobee has engaged an experienced moderator to support internal moderation processes and sought feedback from NZQA on the new assessments. The IT team said the moderator had provided valuable feedback which has been used to iterate the new assessments. Post-assessment moderation had not yet been undertaken at the time of the EER. Programme management reported they would be addressing this in the following week, explaining that the delay was unavoidable to ensure the moderation was on the final, and not the interim version of the course. This was not convincing to the reviewers. This delay in undertaking moderation to check on the robustness of assessments and consistency of assessor practices, and the apparent lack of academic oversight in the implementation of the new programme is a concern.

Tutors were adjusting to their changed roles with the move to online delivery. This shift, from delivering the

	<p>programme content to building connections and supporting learners with the online content and assessments, has been more challenging than expected. While some training had been provided for using the online portal, tutors reported they could benefit from further development of their online pedagogy.</p> <p>The contracted assessors have found the new assessments to be more precise and the questions targeted to the learning outcomes. They provided some technical examples to demonstrate the improvements.</p> <p>Learners expressed themselves satisfied with the programme and their experience of online learning, content and assessment. Many reported gaining increased confidence in learning, building aspirations for careers in the IT industry, and appreciated the support from the tutors and learning support advisor. Others found assessments daunting, sections confusing, and had difficulty understanding the tutors when seeking clarification.</p>
	<p>This evaluation found Yoobee’s academic oversight and general performance in relation to the implementation of the new version of the programme to be marginal. A small group of learners were not transitioned to the new version of the programme, and the continued use of assessments that did not met the required standard is unacceptable academic practice. These gaps reflect ineffective academic management oversight and self-assessment practices in this programme.</p>

## 2.7 International Student Support and Wellbeing

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	Yoobee has a distinctive and dedicated team supporting the international learners. The team is experienced and well supported in their roles and provides reliable and responsive wrap-around support for the international learners across all campuses.

	<p>Yoobee has a long-standing and trusted agent network which it regularly monitors and reviews.</p> <p>The Code of Practice self-review has been undertaken and the aligned processes checked, ensuring a very clear and concise coverage of the Code across all areas. Identified areas for improvement are reflected in an action plan being implemented.</p> <p>The learners are highly engaged in their learning – evidenced by carefully monitored attendance data – and are well supported to succeed.</p>
<p>Conclusion:</p>	<p>A robust system is in place for international learner support and wellbeing overseen by a competent, dedicated and well-informed team. The contributing processes and practices are well established and effective.</p>

# 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 Yoobee Colleges Limited:

- Use data consistently to better understand educational performance across the organisation, to develop improvement strategies to achieve organisational key performance indicators in all programmes, and reduce the parity gap for Māori and Pasifika learners.
- Track achievement of learners identifying with disabilities/impairments to understand this achievement and the impact of support for these priority learners.
- Strengthen assessment design and internal moderation practices to ensure that all assessment materials are aligned to the approved learning outcomes of the programme.
- Enhance staff understanding and consistent application of its core self-assessment tool – the annual programme review process – to support evidence-based reflection on educational performance across all programmes.
- Conduct analysis of annual programme reviews at organisational level to establish themes and identify improvement strategies, as well as formulate actions and reporting lines.
- Provide professional development and training for delivery staff who have transitioned, or are transitioning, from face-to-face teaching to online delivery.
- Address the specific pastoral and academic support needs of learners studying online.

NZQA acknowledges that since the enquiry phase of this EER, Yoobee has begun proactively to address all the above opportunities for improvement.

# 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.

*Final*

# Appendix 1

**Table 1. Yoobee Colleges and Focus Area programmes qualification completion data 2021 (data provided by Yoobee in a pivot table)**

		Qualification completion % 2021			
		Programme	Māori	Pasifika	Not Māori Not Pasifika
Yoobee Colleges overall			67%	67%	82%
EER focus areas:					
Bachelor of Animation L7	Year 1	84%	92%	40%	85%
	Year 2	86%	100%	100%	87%
	Year 3	88%	100%	100%	86%
Diploma in Film and TV Production L6		89%	73%	100%	91%
Certificate in Creative Media L4 (F-2-F & online)		54%	43%	42%	57%
Diploma in Tourism and Travel L5		79%	68%	75%	86%
Certificate in Beauty and Body Essentials L4		83%	73%	77%	88%
Diploma in Professional Face, Body and Spa Therapies L5		92%	90%	75%	94%
Certificate in Information Technology L5 (online)		70%	59%	33%	78%

**Table 2. Yoobee Colleges and Focus Area programmes qualification completion data 2022 (data provided by Yoobee in a pivot table)**

		Qualification completion % 2022			
		Programme	Māori	Pasifika	Not Māori Not Pasifika
Yoobee Colleges overall			62%	58%	74%
EER focus areas:					
Bachelor of Animation L7	Year 1	78%	78%	100%	77%
	Year 2	71%	75%	0%	73%
	Year 3	98%	N/A	100%	98%
Diploma in Film and TV Production L6		90%	84%	100%	90%
Certificate in Creative Media L4 (F-2-F & online)		67%	51%	48%	72%
Diploma in Tourism and Travel L5		55%	40%	41%	66%

Certificate in Beauty and Body Essentials L4	81%	76%	66%	85%
Diploma in Professional Face, Body and Spa Therapies L5	90%	77%	80%	94%
Certificate in Information Technology L5 (online)	57%	41%	32%	60%

**Table 3. Yoobee Colleges learner progression (data provided by Yoobee in self-assessment report p.58)**

	2019	2020	2021	2022
Number of learners completing qualifications	4702	4245	3577	2709
Number progressing to further study with Yoobee	2200	1576	1231	965
% progressing to further study with Yoobee	46.8%	31.1%	34.4%	35.6%

# Appendix 2

## 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>8</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>8</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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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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