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Targeted Evaluation Report

Nelson Marlborough Institute of
Technology Limited

Date of report: 10 February 2022

Targeted evaluation of Nelson Marlborough Institute of Technology

Institutes of Technology and Polytechnics (ITPs) became subsidiaries of Te Pūkenga as part of the Reform of Vocational Education.

NZQA carries out targeted evaluations of Te Pūkenga subsidiaries whose external evaluation and reviews (EER) became due during the transition to the new organisation.

The targeted evaluations focus on areas of educational performance that will be important for both the subsidiary and Te Pūkenga in the new operating environment.

The limited scope of the targeted evaluation means that it will not result in organisational statements of confidence. Therefore, no EER category status will be assigned.

About Nelson Marlborough Institute of Technology Limited

Nelson Marlborough Institute of Technology Limited (NMIT) offers applied vocational and professional education and training ranging from level 1 to level 9 on the New Zealand Qualifications Framework. NMIT has around 140 programmes and training schemes, and campuses in Nelson, Marlborough, Richmond and Woodbourne.

Region:	Nelson and Marlborough
Code of Practice signatory ¹ :	Yes
Number of students:	Domestic: 6,555 learners in 2020 (2646 equivalent full-time students – EFTS); 12 per cent Māori (313 EFTS) and 3 per cent Pasifika (82 EFTS). Learners under 25 years comprise 38 per cent of enrolments. NMIT has approximately 600 off-campus and online learners (including 456 learners (119 EFTS) enrolled with TANZ e-campus). International: 974 students in 2020 (641 EFTS)
Number of staff:	311 full-time equivalents
TEO profile:	See Nelson Marlborough Institute of Technology
Last EER outcome:	Highly confident in educational performance and Confident in capability in self-assessment (2017)
Scope of evaluation:	This targeted evaluation considered three focus areas ² : <ol style="list-style-type: none">1. Learner support – how effectively NMIT supports and guides learners2. Learning assessment design and practice – how effectively NMIT assesses learning

¹ Education (Pastoral Care of International Students) Code of Practice 2016 (the international Code).

² Samples were investigated from Primary Industries and Applied Business and English Language programmes for focus areas 1 and 2.

3. Area of strength nominated by NMIT: Use of data analysis and Power BI dashboards.

MoE number: 6011
NZQA reference: C46849
Dates of EER visit: 18-26 October 2021

Summary of Results

Performance is strong in all focus areas. NMIT's commitment to learner success is underpinned by accessible and effective academic and pastoral support. Effective assessment practice is assured by comprehensive academic frameworks, policies and procedures, and appropriate organisational structures for support and oversight. NMIT's use of real-time data analytics is enhancing its educational performance. A suite of dashboards which represent key data and are available to all staff, support organisational effectiveness and efficiency, and inform ongoing review and improvement.

- NMIT's responsiveness and commitment to working with learners to identify and meet their needs is contributing to overall strong achievement rates and high rates of learner satisfaction.³ A collaborative and planned approach is taken to guiding and supporting learners. Data is being used effectively to monitor learner progress and wellbeing and inform interventions and systems improvements. Achieving equity (especially for Māori learners and Pasifika learners, and learners with disabilities) and enhanced support for work-based learners are high priorities for NMIT.
- The application of a learning design framework and assessment design principles, together with regular reporting and review processes, ensure the overall quality and standards of assessments and consistency of assessment and moderation practices. NMIT has improved planning, reporting and monitoring processes for external moderation since the EER in 2017. NMIT has identified the need to strengthen internal moderation practices across the organisation. NMIT has a strong focus on building staff capability in assessment and moderation, including developing more innovative ways to redesign assessments for online delivery.
- NMIT's development and use of business intelligence solutions is a genuine strength. Their use of accurate and dynamic data, drawn from key systems and made accessible via a user-friendly and flexible interface, is highly effective in supporting strategic priorities and business processes. Organisational value also arises from the integration of the data into strategy formation, decision-making and performance monitoring processes. These are now well embedded across all teaching and business support units.

³ <https://www.nmit.ac.nz/assets/Uploads/Publications-and-brochures/Annual-report/NMIT-2020-Annual-Report.pdf>

Focus areas

Focus area 1: How effectively are learners supported?

Findings and supporting evidence

NMIT learners receive relevant and timely study information and advice about their chosen programmes. Enrolment forms and processes have been streamlined to increase responsiveness and reduce barriers. Work is ongoing to improve the enrolment experience for TES Priority Group Learners.⁴ Academic and curriculum support staff clearly place importance on and establish relationships with learners. Key indicators (such as attendance and first assignment submission) are monitored regularly, using Power BI dashboards, which help to identify learner needs early in the programme and inform interventions.

Learners are introduced to the various academic, cultural and pastoral support services available to them through published information, orientation and induction activities and class visits. Learners described services as comprehensive and welcoming. Services and related resources are accessible and delivered by specialist staff in person (through rostered campus visits) and online. At NMIT a collaborative approach is taken to supporting learners. Effective referral and record-keeping systems operate across teaching departments and with central support teams. Targeted support is provided to learners who are at risk of non-completion. Examples include regular individual support workers and/or equipment for learners with learning difficulties or impairments, individual learning plans and regular one-to-one academic progress conversations with curriculum staff, and support from student mentors.

The NMIT students' association SANITI⁵ is a proactive and collaborative partner in learner support activities, also working across sites and online. NMIT has also recently appointed a student relationships coordinator to enhance communication with, and feedback from, learners. This is consistent with NMIT's stated commitment to greater collaboration and partnership with learners in the development and delivery of support services. It is too early to assess the impact of this role.

Te Puna Manaaki provides culturally responsive pastoral support for Māori learners, including a safe and welcoming space, Te Toki Pakohe (the centre of Māori education at NMIT), on the Nelson campus. NMIT's Māori directorate is

⁴ Māori, Pasifika, those under 25 years of age, students with a disability.

⁵ SANITI is the NMIT students' association which delivers various services, including events and advocacy for learners, under a service level agreement with NMIT.

leading a strategic approach to addressing the disparate performance for Māori. In 2021, Te Pae Tawhiti⁶ is being used as the framework for focussing on equity. Research and data analysis, including information gathered from Māori students' hui and partnerships with iwi, is informing 2022 plans and performance indicators for achieving equitable outcomes for Māori. Particular areas for development include improving retention rates and more responsive practices across the organisation.

Nelson Tasman Pasifika Community Trust is contracted to provide culturally appropriate support and events for Pasifika students. This model appears effective, as assessed through engagement information and educational performance indicators (EPIs).

Learners with learning difficulties and disabilities receive individualised support to achieve their study goals. NMIT is developing relationships with community providers who can offer specialised support for learners. In addition, an application has been made for additional funding to enhance support for mental health and wellbeing for Māori learners.

NMIT has fewer international learners in 2021 (469 learners – 166 EFTS – compared with 974 learners – 641 EFTS – in 2020). This number includes the 95 offshore, online students studying at the time of this evaluation. Online courses are designed to welcome and engage remote learners, and individual support is available for accessing and using the e-learning platform. Focus groups, facilitated by a Mandarin speaker, with offshore learners in the New Zealand Certificate in English Language (Academic) Level 4, identified learning support needs which NMIT was able to meet by additional online sessions with learning services staff.

NMIT continues to provide wrap-around pastoral support for all international learners, including comprehensive information, orientation and dedicated support staff. During the COVID-19 lockdowns, support staff made over 1,000 wellbeing check-up calls to these learners and all priority learners, and those who were at the time receiving study or wellbeing support. NMIT self-assessment shows this outreach approach, including follow-ups from academic staff, was highly valued and indicates an increasingly proactive approach to supporting learners.

NMIT is increasing its provision of technology-mediated support and resources, including expanding the library's e-resource collection, partly in response to COVID-19 lockdowns and to better meet the needs of online learners. Focussed efforts have been made to support the creation of social and academic networks for and with off-campus learners, in Moodle, and via learner fora, including mentoring, facilitated peer support and study groups. These are important for minimising isolation and maintaining engagement, and this was confirmed in

⁶ As a subsidiary entity of Te Pūkenga, NMIT has utilised the Te Pae Tawhiti Tiriti o Waitangi Excellence Framework 2020-2025 as part of self-review.

interviews with learners. While e-campus processes provide for a shared approach to service provision, staff and learner feedback gathered by NMIT suggests there is some room for improved communication and provision of joined-up support for these learners.

Support is provided for apprentices through regular visits and tracking of progress through a Power BI dashboard. NMIT is scoping projects for the next three years to prepare for increasingly flexible delivery, including delivery and support for apprentices and work-based learners transitioning from the industry training sector.

Implementation of student support policies and procedures

Learner support policies are reviewed regularly as part of the routine policy review cycle, in consultation with student representatives. Evaluator conversations with teaching departments confirmed that relevant policies and procedures were current, accessible and reflected in student manuals. New and revised policies are notified to all staff. Staff interviewed during the evaluation were familiar with relevant policies and procedures, which they referred to as needed.

NMIT's approach to gathering and responding to learner feedback is set out in the learner voice policy and supported by learner voice plans at curriculum level. Feedback from formal surveys is analysed and discussed at regular performance panel meetings. Some examples of using feedback from formal surveys were provided, such as enhancing access to support services (face-to-face and online) at the Woodbourne campus. Overall high rates of learner satisfaction are recorded; however, the limitations of such surveys in terms of reach and relevance has been identified. Other avenues for gathering feedback include class representative meetings, focus groups, Māori learner hui and Pasifika fono. NZQA finds that learner voice plans could be used more effectively to adopt different approaches to gathering feedback (particularly to reduce reliance on formal surveys and to ensure diverse learner voice), to enhance consistency in feeding back, or closing the loop, with learners.

NMIT has completed thorough reviews against pastoral care Codes of Practice⁷. Priorities for action have been identified. More recently, these include an enhanced focus on learners' mental health and wellbeing. Delivering on this will have implications for resources and further developing staff capability and confidence in identifying and supporting learners' wellbeing needs. NMIT has identified that increased knowledge of and engagement with new Code obligations⁸ will be required across both academic and business support

⁷ The International Code *and* The Education (Pastoral Care of Domestic Tertiary Students Interim Code of Practice 2019 (the interim domestic Code).

⁸ The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, coming into effect on 1 January 2022.

departments. The evaluators are unable to comment specifically on current Codes compliance as that would require more evaluation of documentation; however, no concerns arise from the documentation sighted and interviews with staff.

Self-assessment

NMIT teaching departments regularly review key metrics to monitor learner engagement and success, using Power BI dashboards. This data is accurate, timely and useful. Key priorities include progression analysis, learners at risk and withdrawal data and assessment tracking. Barriers that may have impacted on achievement are also considered when results are confirmed. These monitoring activities inform annual self-assessment reports and the identification of effective strategies for guidance and support. These are all good practices which are reportedly consistently and regularly followed in all departments.

Support service teams are reflecting on their performance and are improvement focussed. Activity statistics and student feedback are analysed in self-assessment reports to refine and target services for the following year. Challenges remain in gathering evidence and analysing the effectiveness and impact of service provision, particularly for priority learners.

Overall, these self-assessment processes are useful for identifying themes and focussing effort on providing effective guidance and support.

Conclusion

NMIT learners report that they are well supported to find the right programme, engage with learning in a variety of contexts, understand what is required to succeed, and get additional academic and specialist assistance and wellbeing support when needed. NMIT's learner support approach is informed by ongoing self-assessment activities, including reflections on the Te Pae Tawhiti framework, the Code and the impact of COVID-19 lockdowns. NMIT is taking an evidence-based approach to identifying new ways of doing things to support more equitable access and outcomes, including proactive partnership approaches for identifying and meeting learner needs.

Focus area 2: How effectively is learning assessed?

Findings and supporting evidence

Assessment policies and procedures

NMIT has an effective academic regulatory framework, including well-articulated assessment-related policies and procedures, which provide comprehensive and appropriate guidance for assessment and moderation practices. Policies describe principles underpinning effective assessment which accurately reflect learners' achievements. New and revised policies are consulted on, including input from SANITI, and then socialised via the staff intranet. Guidance for assessment within programmes of study are set out in programme regulations. Learning and graduate profile outcomes and assessments are set out in a qualification matrix. Moderation policies, procedures and related resources (including a knowledge base for moderation resources available to staff on the intranet) are designed to ensure consistency, to maintain the integrity and quality of assessments, and lead to improvements in assessment practices.

Quality and suitability of assessment

NMIT has a well-established and effective learning design framework which underpins the quality and suitability of learner assessment. Teaching teams are ably supported by curriculum design advisers from the learning innovation and insights team. This ensures assessment tasks and materials are suitable for delivery mode and level and aligned with learning and graduate profile outcomes. While some support is available for incorporating Mātauranga Māori into the programme portfolio, staff development and further engagement with iwi partners are needed to make significant progress in embedding this across the organisation.

Examples of innovation in assessment were provided during the evaluation. These include the introduction of universal design principles into the design framework, and shifts to more authentic, applied and real-world assessments, with the input of industry. Good task design has been found to reduce opportunities for plagiarism, and a system has been developed to proctor online exams to ensure academic integrity. The COVID-19 lockdown experience has underscored the importance of continuing to build staff capability around online delivery, particularly creative and contemporary ways to design and deliver practical assessments in a non-classroom environment. NMIT has recently launched the BOLD initiative to progress this development.⁹ Teaching staff awareness of and engagement with this tool is progressing.

Teachers are using a variety of assessment methods and making improvements in response to feedback from learners and to improve success rates. Examples

⁹ BOLD – blended and online delivery modules designed to support tutors to develop knowledge and capability in assessment and feedback using online assessment tools.

include reviews of assessment load and more effective scaffolding of assessments. Learners are provided with appropriate assessment guidance and know what is required to achieve. Interviews confirmed a good understanding of expectations around academic integrity and that appropriate systems are in place to assure this. Several students commented on delays in marking and variability in the amount of feedback they received. Some issues were also noted in relation to the management and marking of group assessments. There was no indication that these are systemic issues. Evidence was provided of teaching departments using Power BI dashboards to monitor compliance with marking timelines and student feedback in relation to assessments.

Effectiveness of internal oversight of assessment (and moderation) plans and processes

The academic committee structure is providing suitable quality assurance and oversight with appropriate delegation to curriculum leadership. A summary of external moderation activity and outcomes is submitted regularly to the academic standards and quality committee. Effective organisational structures are also in place for planning, support and collaboration in assessment and moderation, such as the academic integrity team and business support coordinators.

In 2019, NMIT identified the need to centralise oversight of external moderation activity and to improve external moderation outcomes. Since then, NMIT has enhanced the planning, visibility and monitoring of external moderation. A dashboard report brings together summaries of external moderation activities which facilitates the monitoring of moderation results and actions. NMIT reports improved external moderation outcomes¹⁰ and increased staff engagement with the moderation process (as measured by use of the Moderation Knowledge base). Two programmes did not meet NZQA requirements under monitoring.¹¹ Action plans were required by NZQA and were implemented. These have resulted in required changes, such as improved guidance for marking and amended programme regulations for resits. NMIT is also actively engaged in external moderation activity with other Te Pūkenga subsidiaries.

NMIT has now identified internal moderation as an area for further improvement. Through its self-assessment processes, inconsistencies in the application of internal moderation policies and practices were identified across NMIT. Improvement was needed in staff understanding of the purpose and intended outcomes of moderation activities, including the need for more meaningful

¹⁰ NMIT has compared external moderation outcomes for 2019 and 2020 (149 and 159 samples respectively) and reports a 14 per cent improvement in the number of 'met' results, a 10 per cent decrease in 'met but modify' results, and a 4 per cent decrease in 'not met' results.

¹¹ New Zealand Certificate in English Language (Academic) (Level 4) (2019); New Zealand Diploma in Business with strands in Accounting, and Leadership and Management (Level 5) (2020)

feedback. A variety of useful initiatives are underway, including a new centrally coordinated focus on staff training and development. A workstream overseen by the learning and teaching committee has strengthened the integration of moderation into staff induction, the development of a Moodle moderation module, and the identification of champions and good practice through online fora and shared moderation events. Improvements have also been made to processes and forms, to increase accountability and support monitoring. NMIT reports that these activities are contributing to changed tutor attitudes and approaches to moderation, and appreciation of its value for improvement and consistency. During this evaluation, teachers shared examples of good practice in internal moderation and resulting learnings.

Self-assessment

Power BI is supporting the reporting and monitoring of assessment and external moderation practice. Examples include the 'Outstanding' course results dashboard which enables curriculum areas to track overdue course results (beyond the 15-day marking period) as well as identify learners with outstanding course results. During 2021, two summary reports have been developed to support academic standards and quality committee monitoring of the development and implementation of annual moderation plans. Reports such as these are increasing the visibility of these activities and compliance with NMIT's policies and external accountabilities.

Internal moderation is managed at programme and curriculum level and reported through the annual self-assessment reports. Compelling evidence is not available of curriculum areas consistently evaluating moderation feedback and following up on the effectiveness of actions or changes. It is also not apparent how institutional themes arising from internal moderation are systematically identified and responded to, including the sharing of best practice.

A whole-of-organisation assessment review is planned for 2022, which will provide an overview of current practice and provide an opportunity to consider different approaches.

Conclusion

NMIT has appropriate policies, structures and operational processes to assure the overall effectiveness of learner assessment. Improvements to moderation planning, activity and monitoring are leading to greater consistency and capability across the organisation.

NMIT has identified areas for further development in assessment design and moderation practice and is supporting staff to develop the required knowledge and skills.

Focus area 3: What are the subsidiary's areas of strength?

The use of data analysis and Power BI dashboards

Background and rationale for selection

In 2017 NMIT established a project to create a centralised business intelligence reporting environment, in response to the proliferation of local and siloed reporting tools. NMIT identified the potential of the Microsoft Power BI web application to make key data visible in a series of user-friendly views, or dashboards, to support educational performance.

Data is drawn from a centralised data warehouse.¹² Initially, two reports (EPIs, and learner attendance and register marking) were available to 35 staff. Since then, NMIT has developed a business intelligence service and invested in the development of more than 40 dashboards, made available to more than 170 users. Usage statistics provide evidence of continuous use across the organisation (not just at year-end). Data analysis and dashboards are now integral to NMIT's daily operations and performance monitoring, and there is clear evidence of strong performance and value in the context of this organisation.

NMIT was an early adopter of data analytics and Power BI, leading to their current strength in this area. The BI team's engagement across the Te Pūkenga network and contribution to thought leadership and communities of practice highlight their data analytics expertise and capabilities.¹³

Performance

Power BI dashboards are a rich source of real-time data, and are embedded into key strategic and operational activities, and at all levels of the organisation. They are supporting a growing data culture and are increasing staff engagement with, and understanding of, evidence-based planning and decision-making.

Performance panels are regular opportunities for systematically monitoring key metrics and information, to identify issues and to facilitate problem-solving, using purpose-built reports delivered via Power BI. These are occurring fortnightly

¹² Data sources include learner management, student management, finance and human resources systems.

¹³ BI staff have participated in TANZ and TRIBAL EBS fora and have taken opportunities to showcase the potential of the Power BI tool. As part of the Learner Data Analytics subgroup, they have contributed to a report identifying key insights into the data sets currently being captured and utilised by Te Pūkenga subsidiaries to support learners. They were active in the establishment (and now chair) of the Combined Data Insights Group, which comprises data practitioners and leaders across the Te Pūkenga network with a focus on sharing knowledge and innovation.

within curriculum areas¹⁴ and three to four times a year with the executive. There is also a resulting improvement in the quality of self-assessment, as evidenced by samples of annual self-assessment reports sighted by the evaluators.

Power BI dashboards provide the ability to drill down from an aggregated overview for senior managers (of financial and non-financial key performance indicators) to learner level details for curriculum and business support teams. Interviews and a review of several dashboards during the evaluation confirmed that they are user-friendly and easy to navigate and interpret.

There are a mix of drivers for the development road map for Power BI reports. These include strategic priorities, user needs and budget provision. While there are limits on licences, budget is provided to increase these annually.

Value

Throughout the evaluation, positive commentary and relevant examples were provided about the practical value and usefulness of data and dashboards for day-to-day work and the positive impact on performance. There was strong evidence that users value access to accurate and relevant data on customised dashboards which reflect organisational priorities and enable them to target their activities. A review of key Power BI reports by the evaluators confirmed their utility for supporting learners and driving business improvements. These include monitoring learner attendance patterns, tracking application and enrolment processes, monitoring apprentice progress and site visits, satisfaction survey data and analysis, EPI trends, management of learner results, and monitoring external moderation activity and outcomes.

In 2021 reporting is being developed to support a deeper understanding around withdrawals and to track where on the student journey students are abandoning their studies. The consolidation of key data relating to priority cohorts (and specifically Māori learners) could be useful for informing equity strategies and tactics and for monitoring progress towards agreed targets.¹⁵

NMIT contends that their capability in data analytics provides a competitive advantage for the organisation, supporting both efficiency and effectiveness. Dashboards offer time savings in gathering and analysing data and are also strengthening key business functions relating to planning and funding (including more accurate and frequent forecasting), resource allocation (supporting budgeting processes and highlighting issues requiring targeted resourcing), and

¹⁴ Curriculum areas review data and evidence at performance panels relating to: literacy and numeracy testing, learners at risk, attendance, EPIs, outstanding results, application and enrolment progress against budget, safety, health and wellbeing, learner and stakeholder voice, moderation and updates against self-assessment actions and goals.

¹⁵ Priority cohort data is available but is accessed by drilling down across a variety of reports, which does not easily support an institutional view.

more effective space allocation. In addition, the use of dashboards and performance panels is supporting connectivity and regular dialogue across the organisation, which leads to shared understanding and commitment to action.

Conclusion

NMIT has highly developed data analysis and reporting capability, which has evident value for improving systems, processes and performance, including a positive impact on NMIT's self-assessment culture and practice. There is an opportunity for data analytics to contribute more directly to NMIT's commitment to equity.

Appendix 1

Table 1. Transitional industry training organisation external moderation outcomes 2018-20

	2018	2019	2020
BCITO	Satisfactory	Satisfactory	Satisfactory
Careerforce	Satisfactory	Satisfactory	Not satisfactory
Competenz	Not moderated	Not satisfactory	Not moderated
HITO	Satisfactory	Satisfactory	Exempted
MITO	Satisfactory	Satisfactory	Satisfactory
Primary ITO	Satisfactory	Not moderated	Satisfactory
ServiceIQ	Satisfactory	Satisfactory	Not satisfactory
Skills Active	Not moderated	Not satisfactory	Satisfactory
SkillsOrg	Not moderated	Satisfactory	Not satisfactory

Source: NMIT

Table 2. NZQA national external moderation (NEM) 2018-20

Year	Overall outcome	Systems with issues
2020	Meets majority of NEM requirements	English for Academic Purposes – 7/9 assessor decisions verified Computing 1-4 systems – 7/10 assessor decisions verified
2019	Meets majority of NEM requirements	Literacy – 0/3 assessor decisions verified
2018	Meets majority of NEM requirements	Adult Education – 1/3 assessor decisions verified

Source: Quality Assurance Division, NZQA

Programme monitoring results

New Zealand Certificate in English Language (Academic) (Level 4)

Moderation of learner samples was completed in June 2019. NMIT did not meet 6.1 Criterion 1 of the Programme Approval and Accreditation Rules. NZQA moderated 13 assessments for each of four learners. Of the 53 pieces of learner work moderated, 46 per cent met learning outcomes and 69 per cent were at the appropriate level.

New Zealand Diploma in Business with strands in Accounting, and Leadership and Management (Level 5)

Full programme monitoring (with moderation of learner samples) was completed in March 2020. As at June 2019 the programme had 24 learners at two NMIT campuses and 82 learners enrolled with TANZ e-campus. NMIT met some programme criteria. NMIT did not meet 6.1 Criterion 1 of the Programme Approval and Accreditation Rules. Of the 28 learner samples across 11 courses, 54 per cent met learning outcomes and 64 per cent were at the appropriate level.

In both cases, NMIT has provided evidence to NZQA that they have or are addressing identified weaknesses.

Source: Quality Assurance Division, NZQA

Disclaimer

The findings in this report have been reached by means of a modified 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 fraud¹⁶*
- *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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¹⁶ 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.