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External Evaluation and Review Report

Kauri Academy (NZ) International Ltd
(trading as Kauri Academy)

Date of report: 17 January 2022

About Kauri Academy (NZ) International Ltd (trading as Kauri Academy)

Kauri Academy learners are mostly international students and study at Kauri Academy's two campuses. Programmes offered are in health, aged care, disability, and pharmacy, creating pathways to careers in New Zealand.

Type of organisation:	Private training establishment (PTE)
Location:	Level 6 and 7, College of Law Building, 3 City Road, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: three students International: 152 students; 86 at Auckland and 66 at the Christchurch campus
Number of staff:	Eight full-time and five part-time
TEO profile:	See NZQA: Kauri Academy In January 2021, Kauri Academy underwent a change of ownership; 100 per cent of shares were sold to Alpha Educational Institute Trust. Student enrolments have declined in 2021, impacted directly by Aotearoa New Zealand's closed border to international students.
Last EER outcome:	2017 – Highly Confident in educational performance and Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• Disability and Mental Health Programmes: Certificate in Disability Support (Level 3) Programme: (ID: 124399). New Zealand Certificate in Health and Wellbeing (Level 3), [Ref: 2470-1]. Diploma in Disabilities and Mental Health (Applied) (Level 5) Programme: (ID: 124338). New Zealand Certificate in Health and

Wellbeing (Advanced Support) (Level 4) [Ref: 2779-1], and New Zealand Diploma in Health and Wellbeing (Practice/Applied Practice) (Level 5) [Ref: 3244-1]

- **Certificate in Diversional Therapy and Community Health (Level 4)**
Programme: (ID: 114224) New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) [Ref: 2992-1]
- **International Student Support and Wellbeing**

MoE number: 7127
NZQA reference: C45290
Dates of EER¹: 20-23 July 2021

¹ EER conducted online.

Summary of results

Kauri Academy has experienced several significant changes since the previous EER. The evidence of systematic quality educational performance and self-assessment is less compelling for some of that period. More recently, Kauri Academy has convincingly demonstrated improved and robust processes and practices. Overall, NZQA has confidence that the current performance will be sustained going forward.

Confident in educational performance

- Achievement is strong across all Kauri Academy programmes. The recent introduction of transparent, comprehensive and systematic processes to review and analyse data is an important improvement to validate the very high rates of achievement.
- Outcomes important to learners and key stakeholders are well met. Kauri Academy's systematic processes are gathering high-level data but could be improved further to better demonstrate the full value of these outcomes.

Confident in capability in self-assessment

- Programmes are well matched to the needs of learners and the health sector. Specifically, the quality of the diversional therapy programme is assured. Self-assessment is inconsistent in quality and coverage in this area.
- Kauri Academy effectively supports both international and domestic learners, meeting their academic and pastoral care needs.
- The new governance and management of Kauri Academy are transitioning the PTE through planned, substantive changes based on a thorough review. There is evidence of effective change to processes and practices in some priority areas, data analysis and academic standards. It is too soon for Kauri Academy to convincingly demonstrate the impact and effectiveness of the changes on educational achievement and performance.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Focus area programmes represent strong achievement.³ All learners in the Certificate in Disability Support have successfully completed since the programme began in 2019. Many learners in the Diploma in Disabilities and Mental Health programme, which commenced in 2019, are still progressing. Most are tracking well toward completion.</p> <p>The Certificate in Diversional Therapy and Community Health currently enrolls the majority of Kauri Academy learners, and course and qualification completion rates have been consistently very high since the previous EER. Kauri Academy is closely monitoring progress through engagement with learners and course completions.</p> <p>Several processes have become more evident and transparent since the change of ownership in January 2021. Specifically, achievement data is more readily available and undergoing analysis, and benchmark targets have been established and the first quarter results reviewed. Internal moderation systems are robust and post-assessment moderation is evident for all programmes in 2021. External moderation arrangements have been recently formalised and scheduled to commence immediately. A new student management system is imminent, which will improve access to and enhance current data collection and analysis.</p>
Conclusion:	Achievement is strong across all programmes. The recent introduction of transparent, comprehensive and systematic processes to review and analyse data is an important improvement to validate the very high rates of achievement.

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

³ See Appendix 1

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Most of Kauri Academy's learners from across all programmes are progressing into employment related to their study. For Kauri Academy's international students, this is an important and intended outcome of their study. High-level data is gathered from surveys which most graduates respond to. Kauri is working through a process to review data collection tools. Improving the quality of the graduate survey tool would provide more useful information for review and analysis, which would illustrate the full benefits of this outcome for both learners and stakeholders.</p> <p>The value of the outcomes for graduates of the diversional therapy programme is significant. Kauri Academy is the only education organisation in Aotearoa New Zealand to offer diversional therapy as a programme. The evaluators heard directly from the diversional therapist national body representative that both the programme and graduates are highly regarded and are meeting the health sector need for highly sought-after, qualified diversional therapists.</p> <p>The extent and quality of the contribution Kauri Academy graduates are making to the health sector is of merit. However, this could be better evidenced through improved data gathering and analysis to comprehensively validate a range of meaningful and important short and longer-term outcomes for the learners, the health sector and communities.</p>
Conclusion:	Outcomes important to learners and key stakeholders are being well met. Kauri Academy's systematic processes are gathering high-level data and could be improved further to better demonstrate the full value of these 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:	Marginal
Findings and supporting evidence:	<p>All Kauri Academy programmes are highly relevant to the health sector. Clinical placements provide an opportunity to transfer learning into practice and are especially beneficial for learners new to health care, providing experience that can result in employment.</p> <p>Kauri Academy went through significant changes during 2019 and 2020⁴ which impacted the programmes. The quality and consistency of monitoring and review of all programmes over that time does not appear systematic or robust. However, in the last six months there has been evidence of more comprehensive quality processes being implemented. Internal and external moderation and programme review are scheduled and are occurring. End-of-module meetings review student progress, assessor judgements and areas for improvement. Some teaching staff are new to Kauri Academy, and their inclusion in these meetings is beneficial.</p> <p>Learner feedback is primarily collected via surveys after each module; however, the survey tool is limited in terms of gathering useful data for review. Kauri Academy is responsive to learners, and examples of changes to programme delivery as a result were evident.</p> <p>There is a close relationship between the well-established diversional therapist programme and the national registration body and coordination of placements. Overall, an authentic learning experience is provided through the programme design and delivery.</p> <p>Kauri Academy's understanding of the quality and experience of clinical placements from the stakeholder's perspective is less convincing for the Certificate in Disability Support and Diploma in Disabilities and Mental Health. Feedback is not systematically collected. This is important as the relationship and engagement between Kauri Academy, learners and the placement</p>

⁴ Refer 1.5

	organisation have an impact on the quality of the learning experience. Equally, it is not evident how Kauri Academy structures and communicates the differing programme level and learning with placements to ensure learners are gaining appropriate experiences to match the teaching and learning required in the programme.
Conclusion:	Programmes are well matched to the needs of learners and the health sector. Specifically, the quality of the diversional therapy programme is assured. Self-assessment is inconsistent in quality and coverage in this area, however.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The high ratio of staff to learners at both campuses enhances the day-to-day engagement and opportunity to provide support and guidance. During the COVID-19 lockdown, Kauri Academy quickly responded by running classes online following the programme schedule, to provide assurance and consistency for the learners.</p> <p>Kauri Academy’s self-review of the interim domestic Code of Practice⁵ matched evidence of current practice to all six relevant outcomes. International student welfare is well understood and monitored. Counselling support is available and all learners have access to support 24 hours a day.</p> <p>Tutors are the primary source of support for academic and pastoral needs. Close monitoring of classroom attendance and progress with assessments provides an indicator of potential student welfare needs, and Kauri Academy reliably follows up when issues arise.</p> <p>Clinical placement visits by the tutor provide an opportunity to ensure the student is engaging appropriately and effectively with the learning environment. Weekly student-led activities – where experienced students help prepare others for the reality of clinical placement – are well received and contribute to</p>

⁵ The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

	effectively preparing students for clinical placement.
Conclusion:	Kauri Academy effectively supports both internationals and domestic learners, meeting their academic and pastoral care needs.

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

Performance:	Marginal
Self-assessment:	Good
Findings and supporting evidence:	<p>Kauri Academy is a PTE in transition. Prior to the change of ownership during 2019 and 2020, Kauri Academy experienced substantive changes: opening a new campus, commencing delivery of three programmes, key resignations of senior academic and management staff, and COVID-19. Following a change in ownership, the current governance and management personnel have been in place six months, and all have experience in tertiary education and operating a Category 1 PTE.</p> <p>Over that time, a review of Kauri Academy's performance and a whole-of-organisation restructure occurred. Areas for improvement have been identified and three areas prioritised: the student management system for data transparency and use, clinical practice processes, and academic systems. As to be expected, the prioritised areas are at different stages of development and implementation, most are a work in progress, and some are yet to commence.</p> <p>A strategic plan developed by the new governance team has determined the vision and values of the PTE. Planning for the short and medium term are evident and anticipate responding to sector and political changes, such as the current border closure.</p> <p>Academic leadership and input from the academic committee has very recently become more prominent. Scrutiny of academic processes and practices in relation to the programmes and data analysis are evident and are important to ensure academic rigour.</p>
Conclusion:	The new governance and management of Kauri Academy are transitioning the PTE through planned, substantive changes based on a thorough review. There is evidence of effective change to processes and practices in some priority areas, data analysis and academic standards. It is too soon for Kauri

	Academy to convincingly demonstrate the impact and effectiveness of the changes on educational achievement and performance.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Kauri Academy has complied with NZQA's change of ownership and other rules, and all attestations and returns to NZQA have been provided within required timeframes. Compliance responsibilities associated with NZQA are closely monitored through the use of a compliance calendar to ensure all obligations are met.</p> <p>Under new management, errors were identified in the enrolment process, and these practices were immediately ceased. Kauri Academy ensures all students are vetted by the police prior to commencing clinical placements. The quality management system is undergoing continuous review to reflect the new governance policy and process changes.</p> <p>An internal review of the interim domestic Code of Practice included ample evidence to support ratings of 'well implemented' for each outcome. Kauri Academy staff are well informed about the international Code of Practice⁶ and compliance as a signatory. Currently, Kauri Academy international students and agents are mostly onshore. The NZQA Code team evaluated Kauri Academy's self-review of the international Code to gain an indication of its overall performance. NZQA is confident that Kauri Academy has effective practices in place to meet the required outcomes and processes set out in the international Code.</p>
Conclusion:	Important compliance accountabilities are effectively monitored and managed.

⁶ The Education (Pastoral Care of International Students) Code of Practice 2016

Focus areas

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

2.1 Focus area: Disability and Mental Health Programmes: (Certificate in Disability Support (Level 3) and Diploma in Disabilities and Mental Health (Level 5))

Performance:	Good
Self-assessment:	Good

2.2 Focus area: Certificate in Diversional Therapy and Community Health (Level 4)

Performance:	Excellent
Self-assessment:	Good

2.3 Focus area: International Student Support and Wellbeing

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 Kauri Academy (NZ) International Ltd:

- Track the proportion of graduates from the Certificate in Diversional Therapy and Community Health that gain national registration, to validate the longer-term and important outcome for graduates, the health sector and Aotearoa New Zealand.
- Review survey tools to gather useful feedback to understand effectiveness and performance, for example from clinical placement stakeholders.

Requirements

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

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

Appendix 1

Table 1. Course and qualification completions per programme⁷

Programmes	Completion rate	2017	2018	2019	2020*
Certificate in Disability Support (Level 3)	Course	-	100%	100%	100%
	Qualification	-	-	100%	100%
Certificate in Pharmacy (Introduction) (Level 3)	Course	-	100%	100%	100%
	Qualification	-	-	90%	95%
Diploma in Disability and Social Support (Level 5)	Course	99%	99%	-	-
	Qualification	83%	94%	-	-
Diploma in Disabilities and Mental Health (Applied) (Level 5)	Course	-	-	100%	100%
	Qualification	-	-	89%	100%
Certificate in Diversional Therapy and Community Health (Level 4)	Course	99%	99%	100%	100%
	Qualification	95%	92%	92%	94%
Certificate in Pharmacy Technician (Level 5)	Course	97%	93%	99%	100%
	Qualification	90%	82%	87%	82%

⁷ Data provided by Kauri Academy (NZ) International Limited, 10 September 2021.

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 fraud⁸*
- *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.*

⁸ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

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

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

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

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

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). 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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