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Report of External Evaluation and Review

New Zealand Institute of Technical
Training Limited

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 30 November 2017

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	New Zealand Institute of Technical Training Limited (NZITT)
Type:	Private training establishment (PTE)
First registered:	1998
Location:	13 Ronwood Avenue, Manukau City, Auckland
Delivery sites:	In addition, NZITT has site approval for: 51 Okara Drive, Whangarei – no delivery has occurred at this site Level 3, 155 Queen Street, Auckland Central – delivery planned for later in 2017
Courses currently delivered:	<ul style="list-style-type: none">• National Diploma in Business (Level 5) (with strands in Marketing and Accounting)• National Diploma in Business Administration (Level 5)• National Diploma in Business (Level 6)• Diploma in Business (Advanced) (Sustainability) (Level 7)• New Zealand Certificate in English Language (Academic) (Level 4)
Code of Practice signatory:	Yes
Number of students:	Domestic: nil

	International: 143 students in 2016 (approximately 100 equivalent full-time students); 75 per cent are male. Approximately 91 per cent of students are Indian, 7 per cent are Fijian, 1 per cent Bangladeshi and 1 per cent Samoan. Students range from 19 to 40 years of age.
Number of staff:	Eight full-time and four part-time staff
Scope of active accreditation:	As above, plus the following not currently delivered: <ul style="list-style-type: none"> • New Zealand Certificate in English Language (Academic) (Level 3) • Diploma of Applied Retail Management (Advanced) (Level 7) • Diploma in Business (Advanced) (Productivity) (Level 7)
Distinctive characteristics:	N/A
Recent significant changes:	<p>NZITT has continued to grow student numbers, from 80 students in 2012 to 160 in 2017.</p> <p>Since 2015, NZITT has delivered a level 7 business diploma under licence to House of Montrose Limited trading as New Zealand Curriculum Design Institute (NZCDI). Under the terms of agreement, House of Montrose Limited trading as NZCDI provides curriculum documents and teaching and learning materials, and undertakes annual quality assurance activities.</p> <p>In 2016, NZITT received approval from NZQA for a new delivery site in central Auckland. NZITT is recruiting staff and intends to begin delivery in 2017.</p>
Previous quality assurance history:	In May 2017, NZQA moderated 69 samples of learner assessment for the level 7 diploma as part of a routine monitoring process. In a draft report (dated 13 June 2017) NZQA found that on the whole, assessment requirements were met, but noted concerns with assessment processes. It is expected that issues identified in this report will be addressed before the next course delivery.

A programme monitoring report was produced by House of Montrose Limited trading as NZCDI following a quality assurance review of NZITT's delivery of the level 7 diploma in November 2015. The report concluded that staffing capabilities and levels were below the standard required for level 7 delivery and identified risks related to learner evaluations, attendance, assessments, internal and external moderation, planning and self-assessment. The report set out 16 requirements for NZITT to resolve issues identified in the report, plus 14 recommendations. On 23 June 2017 House of Montrose Limited trading as NZCDI, notified NZITT of their intention to withdraw NZITT's licence to provide the Diploma in Business (Sustainability) (Level 7) programme, on the basis that NZITT had failed to improve teaching and assessment practices to an acceptable Level 7 standard. This decision was confirmed on 10 August 2017.

In September 2016, NZQA and Immigration New Zealand wrote to NZITT regarding concerns over Indian student visa decline rates in 2016 (80 per cent for NZITT), and setting out improvement targets for 2017.

In 2014, NZQA conducted a validation visit to NZITT and recommended that NZITT establish better connections with enrolling students to establish how career aspirations link with the courses offered. Following a further NZQA validation visit in 2016, NZITT was required to complete Fit and Proper Person declarations, to undertake English language testing when transitioning students from level 5 to level 6, and to include external evaluation and review (EER) category information in student information. Further, it was recommended that NZITT access an authentication log-in for the International English Language Testing System (IELTS) and maintain a log of formal and informal complaints.

In 2016, NZITT met the requirements of NZQA national external moderation for four unit

standards. In 2014 and 2015, NZITT did not meet all the requirements of NZQA national external moderation. NZQA did not agree with assessor decisions for one (out of two) unit standards moderated in 2014 and for two (out of four) unit standards moderated in 2015.

NZQA declined applications for programme approval and accreditation for the New Zealand Diploma in Business Level 5 (Administration and Technology, Accounting Strands) on 21 March 2017 and the New Zealand Diploma in Business (with Strands in Accounting, Administration and Technology) (Level 6) and the Diploma in Management (Healthcare) (Level 7) on 24 March 2017.¹ The New Zealand Certificates in English Language (Academic) (Levels 3 and 4) were approved in 2016. In 2014, NZQA declined programme and accreditation applications from NZITT for an Advanced Diploma in Business (Level 7), National Certificate in Agriculture (Dairy Farming) (Level 4), and National Certificate in Agriculture (Cattle Breeding) (Level 3). NZITT decided not to proceed with the applications. The Diploma of Applied Retail Management (Advanced) (Level 7) was approved in 2014.

At the previous EER in 2013, NZQA was Highly Confident in NZITT's educational performance and Confident in NZITT's capability in self-assessment.

2. Scope of external evaluation and review

The EER included the following focus areas selected in discussion with the organisation:

- National Diploma in Business (Level 6) – the largest programme at NZITT (approximately 90 students annually)

¹ NZITT resubmitted the application for the New Zealand Diploma in Business (Level 5) (Administration and Technology, Accounting Strands) on 7 June 2017. NZQA requested further information, noting that many areas of the application required further attention. The application for approval and accreditation was approved by NZQA on 3 August 2017.

- Diploma in Business (Advanced) Sustainability (Level 7) – new programme, first delivery at level 7.

The two focus areas provide sufficient coverage of NZITT's programmes to reach organisational judgements, in particular reflecting the enhanced scope of programme delivery since the previous EER.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. 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.

Two evaluators spent two days at NZITT. During the visit, the evaluators interviewed the chief executive, managing director, academic manager, two business programme leaders, two tutors, and three marketing and support staff. The evaluators also met with a selection of current students in the focus area programmes, and eight graduates. A telephone interview was conducted with a representative of House of Montrose Limited trading as NZCDI.

A large amount of documentation was reviewed, including management, academic, administrative and student records, self-assessment documentation, teaching and learning resources, learner achievement and outcomes data, and evaluation feedback.

Summary of Results

Statement of confidence on educational performance

NZQA is **Not Yet Confident** in the educational performance of **New Zealand Institute of Technical Training Limited**.

- Students are gaining useful skills and knowledge in business and relevant qualifications which contribute to them achieving their study and career objectives. The value of the programmes is enhanced by an emphasis on applied learning, including mandatory workplace-based projects for the level 6 Diploma in Business. Although the data on graduate destinations is incomplete, there is adequate evidence to confirm that graduates are gaining relevant employment and, in some cases, supervisory or first line management roles.
- Reported student achievement rates have been consistently good since the previous EER although confidence in the reliability and validity of the achievement data is reduced by some aspects of assessment and moderation practice that require improvement. NZITT tracks the engagement and progress of individual students, maintains records of reasons for withdrawals, and calculates retention rates. NZITT reports that more than 90 per cent of students who are retained in programmes successfully complete qualifications. NZITT benchmarks qualification achievement against published data for comparable providers although the approach taken to calculating qualification completion reduces the value of this activity (refer Findings 1.1). However, assessments reviewed by the evaluation team indicated some weaknesses in assessment records, of assessor decision-making, detection of academic dishonesty, and provision of feedback to learners.
- Following a review of a sample of assessments, NZQA has identified concerns with, and made recommendations regarding, aspects of assessment processes for the Diploma in Business (Advanced) Sustainability, although on the whole assessment requirements were met.² A 2016 programme monitoring report for the level 7 diploma found that internal moderation processes were not robust enough to identify issues with assessment or opportunities to improve teaching. NZITT has begun to address weaknesses in the programme. A programme leader has been appointed to provide closer oversight of delivery and assessment and staff have recently completed training on internal moderation. However, the programme owner³ has subsequently determined that teaching

² A sample of 69 assessments were externally moderated as part of a monitoring process by NZQA in May 2017.

³ House of Montrose Limited, trading as NZCDI

and assessment practices have not improved to the required extent and has decided to withdraw support for NZITT's ongoing delivery of their level 7 programme.

- Governance and management provide direction and leadership through regular communication and engagement on educational performance and day-to-day decision-making. Additional resources have been provided in response to growth and stakeholder feedback. However, the outcomes of three recent applications to NZQA for approval and accreditation of business diplomas (and the subsequent resubmission of one of these applications) indicate that changes made have not had the required effect and that the application process is not managed effectively.
- NZITT has implemented a plan to improve visa approval rates for students from India, but it is too soon to determine whether improvements evident at the end of the first quarter of 2017 will be sustained.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **New Zealand Institute of Technical Training Limited**.

- NZITT has a well-established culture of review and improvement which is reflected in a variety of processes and documents. A systematic approach is taken to gathering information, identifying areas for improvement, and monitoring actions. Evidence for this is found in annual programme reviews, annual improvement plans, meeting minutes, ongoing review of the quality management system, and regular audits of student files. However, despite these processes, NZITT has not met stakeholders' expectations in relation to teaching and assessment practice for the level 7 diploma and programme application processes. Further improvement is also required in the quality and analysis of self-assessment information to improve understanding of learner achievement overall.
- Tutors are encouraged to self-assess their teaching effectiveness and participate in tutor observations and annual performance appraisals. Regular meetings provide opportunities for the teaching team to review student progress and feedback, and to discuss resources and teaching strategies. Recently, additional student status meetings have been introduced to assist with early identification of issues for at-risk students.
- Feedback is sought on a regular basis from students through evaluations and student representatives, to establish their satisfaction with the teachers and their overall study experience. Feedback is generally positive and NZITT is responsive to requests for resources or additional assistance in the classroom.

- NZITT has difficulty in maintaining contact with some graduates, especially those who return to their home country. NZITT gathers feedback and destination data through surveys which it validates through follow-up phone calls to a sample of respondents. A small number of graduates return to NZITT to share their experience with current students. It is not clear what analysis or use NZITT has made of information gathered from graduates to improve programme delivery.
- NZITT has structures and processes in place to gather feedback on the relevance and utility of the programmes for the business community, including surveys of employers who provide work placements for students doing projects for their level 6 diplomas. NZITT provided examples of responding to employer feedback. An advisory committee meets several times a year to provide advice on programme developments. However, the minutes suggest the committee currently has limited value for improving educational performance.
- NZITT responds constructively to evidence of weaknesses in processes and performance, for example developing and implementing plans for improvement in response to issues identified by external stakeholders, such as NZQA and Immigration New Zealand, and House of Montrose Limited, trading as NZCDI. However, action plans have not yet achieved the required improvements in programme application processes and delivery and assessment of the level 7 diploma. This reduces NZQA's confidence in NZITT's capability in self-assessment.

Findings⁴

1.1 How well do students achieve?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Most NZITT students are completing their programmes and achieving business-related qualifications. Students are also acquiring practical skills and experience in applying business concepts and theoretical knowledge during their courses, and in local businesses (in the level 6 diploma). Current and former students interviewed by the evaluators report gaining improved confidence and communication skills, particularly in group settings.

NZITT monitors individual student achievement closely, and staff work together on maintaining high levels of student attendance and engagement with the study programmes. However, NZITT does not monitor or report overall learner achievement data at unit standard, module or paper level to identify trends. NZITT uses two main metrics for measuring learner achievement which it analyses by intake, by programme and over time. These are: retention in the programme; and qualification achievement.⁵ The calculation method for qualification completion overstates learner achievement as it does not include the number of students who started but did not complete the programme. This approach to analysing and reporting learner achievement also precludes meaningful external benchmarking. However, the data available does show consistently strong retention, and NZITT understands the reasons for non-completion. Qualification completion rates also show an improving trend for the level 5 and 6 diplomas (refer Table 1).

⁴ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁵ Where qualification completion rates (%) are calculated by dividing the number of students who complete the qualification by the number of students who were retained, or completed, the programme, multiplied by 100.

Table 1. Retention and qualification completion rates (refer footnote 2 for calculation method) for business diplomas (levels 5-7) at NZITT 2014-2016

Programmes	2014		2015		2016	
	Retention	Qualification completion	Retention	Qualification completion	Retention	Qualification completion
Level 5 diploma	85%	91%	93%	93%	91%	97%
Level 6 diploma	84%	89%	87%	90%	95%	95%
Level 7 diploma	-	-	73%	100%	92%	100%

NZITT says there has been an improvement in the number of attempts made by students to successfully complete assessments. However, no data is available to confirm this trend.

Some aspects of assessment and moderation practice undermine the achievement results to some extent. This was highlighted during a sampling process where the evaluation team noted weaknesses in relation to assessment record-keeping, including inadequate evidence of assessor decision-making, detection of academic dishonesty, and provision of feedback to learners.⁶ Tutorial staff provided explanations for decisions and evidence of emails with students regarding assessment requirements, but these are not retained with the marked scripts in the student assessment folders.

Following the on-site phase of the EER, NZQA moderated 69 assessments for the Diploma in Business (Advanced) Sustainability and found that on the whole, assessment requirements were met. However, the report identified concerns with assessment processes which NZQA expects NZITT to address before the next course delivery. It is recommended that steps be taken to ensure greater accuracy and consistency in marking. Improvements are also needed in relation to establishing the authenticity of work submitted and assessing work where plagiarism, inappropriate copying or inadequate acknowledgement and referencing of source documents is detected.

In a 2016 programme monitoring report for the level 7 diploma, House of Montrose Limited trading as NZCDI found that internal moderation processes were not robust enough to identify issues with assessment or opportunities to improve teaching. Resolution of these issues delayed the completion and certification of qualifications for the 2015 intake. Subsequently, House of Montrose Limited trading as NZCDI has determined that teaching and assessment practices have not improved to the

⁶ The evaluators noted inadequate referencing and potential use of synonym replacement software in several assessment samples.

required extent and has withdrawn support from NZITT for ongoing delivery of their level 7 programme (refer Findings 1.3 and 1.5).

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

NZITT students are generally seeking employment after graduation, either in New Zealand or in their home countries. While it is difficult to maintain contact with graduates who return home, NZITT has gathered destination data through a survey of graduates from 2014-2016.⁷ The survey results provide evidence of graduates gaining relevant employment and, in some cases, supervisory or first line management roles (73 per cent of 2015 graduates and 47 per cent of 2016 graduates). NZITT conducted a small number of follow-up phone calls to employers to validate the information provided. The survey results highlight the value for students of the course for preparing them for the New Zealand workplace, including communication and presentation skills and teamwork. Graduates interviewed during the EER confirmed that NZITT's emphasis on applied learning, including mandatory workplace-based projects for the level 6 Diploma in Business, enhances the value of NZITT's programmes. For example, students gain useful contacts for future employment and can refer to their projects as evidence of their having experience in the New Zealand business environment. This is useful for improving their employment prospects. Interviewees were also able to provide examples of how they used their knowledge and skills in their current employment.

NZITT has an advisory committee which meets regularly. However, the minutes show little evidence of useful feedback on the relevance and utility of the programmes for the local business community, which may reflect the narrow scope of business experience in the current membership of the committee. A small number of graduates return to NZITT every six months to share their experience with current students. It is not clear what analysis or use NZITT has made of information gathered from graduates for improvement.

⁷ Sixty-two graduates responded to the survey, approximately a 20 per cent response rate.

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

The rating for performance in relation to this key evaluation question is **Adequate**

The rating for capability in self-assessment for this key evaluation question is **Adequate.**

NZITT is delivering a level 6 national business diploma which matches students' needs for applied learning and an introduction to New Zealand business practice. The work-integrated learning is a valuable component of the diploma. In many cases, students who are in part-time work are able to use their current workplace to complete the three unit standards that comprise the module. There are good administration and support structures around these projects to ensure they are carried out as planned – including memoranda of understanding with businesses providing placements, manuals, workbooks and signed timesheets. Employers are surveyed on the students' capabilities and performance. NZITT developed an additional workshop to prepare students for work placements in response to employer feedback on student attitudes in their workplace.

The level 7 diploma has an emphasis on sustainable business and has been delivered under licence to House of Montrose Limited trading as NZCDI since 2015. NZITT is a member of the Sustainable Business Network, which enables students to attend business events. While many students have already completed related undergraduate study in their home countries, they appreciate the opportunity to practise applying their knowledge and building their confidence and communication skills. In this and other diplomas, NZITT has interactive classroom environments, which provide for a variety of activities, including group work, the use of scenarios, and regular presentations. NZITT provides assistance with CV preparation and support for graduates to achieve volunteer or paid roles.

NZITT has satisfactory processes for planning and monitoring programme delivery, including 10-week lesson plans, regular staff meetings and reviews of resources, and gathering student feedback. During 2015, NZITT revised processes for regular reviews of unit standards and assessments. Annual programme reviews, drawing on evidence from a variety of sources, are good evidence of an improvement focus, including a review of the effectiveness of processes and the identification of actions (which are then incorporated into the organisational improvement plan).

The agreement with House of Montrose Limited trading as NZCDI for the level 7 diploma provides for annual visits to NZITT to review performance, to participate in moderation, course monitoring, and review and evaluation processes, and to ensure accreditation requirements are being met.⁸ While the first report from this

⁸ NZCDI undertook a monitoring visit in November 2015 (final report July 2016).

stakeholder commends NZITT on their use of learner feedback and efforts made to expose students to real-world learning, it also identifies some important issues in relation to staff resources and capability for programme delivery and assessment (refer Findings 1.1). NZITT has taken steps to address these issues, including staff appointments and training, but House of Montrose Limited trading as NZCDI considers these steps to be not sufficiently effective in improving performance and has withdrawn approval for NZITT to deliver their programme. This outcome reflects a weakness in NZITT's capability in self-assessment.

Assessment and moderation at NZITT is an area for further improvement (refer Findings 1.1). Since the previous EER, NZITT has sought to strengthen its processes for the prevention and detection of plagiarism, including embedding teaching on APA Referencing into classroom teaching, the introduction of closed book tests for a number of assessments, and requiring all assignments to be submitted online and accompanied by a report from plagiarism detection software. The reports provided by House of Montrose Limited trading as NZCDI, and evidence gathered during this EER, suggest that greater support is required for students to build confidence in their own writing and to avoid academic misconduct. Staff also need support in conducting their own plagiarism and other academic misconduct checks, using appropriate software, and in assessing work where plagiarism, inappropriate copying or inadequate referencing is detected.

Tutors are encouraged to self-assess their teaching effectiveness and participate in tutor observations and annual performance appraisals. A review of relevant documents indicates that these processes are authentic and contributing to improvements in professional practice and teaching strategies.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

NZITT has effective processes and written material which ensure comprehensive and timely study information and advice is available to students throughout their programme. At enrolment, all new students undergo an orientation to NZITT and are interviewed by the academic manager. In addition to checking documentation against English entry criteria, NZITT conducts English testing of all new students, providing additional tuition if deemed necessary. Study goals and learning needs are identified in individual pathway plans. In addition to English, many students require extra help to develop their study and report writing skills, as well as learning about APA Referencing. From 2017, NZITT has revised processes for the quarterly

review of these plans to enhance monitoring and support for students to achieve their objectives.

Regular staff meetings provide opportunities for the teaching team to review student progress and feedback, including attendance. Weekly student status meetings were recently introduced to assist with early identification of issues for at-risk students. Learning contracts set out steps for students to improve their performance. NZITT monitors attendance closely and applies sanctions, including termination of enrolment, for a small number of students each year. NZITT requires students to make up class time they have missed, and supports them by providing additional tuition. This reflects NZITT's commitment to students actively engaging in the learning process and classroom activities. Students complete peer assessment sheets for group work. There is some (but not consistent) evidence of students receiving feedback from tutors on formative and summative assessment, particularly where improvement is needed rather than when assessments meet the required standard.

NZITT is a small organisation, and students are well known to staff. There is a shared focus among staff on student support and well-being. In addition to the helpful information set out in student handbooks, staff are available to assist with personal and practical issues, including health and accommodation, or to refer students to external specialist support. From time to time, NZITT invites guest speakers from relevant local agencies (including police and immigration advisors). Regular social and cultural activities support students to strengthen their social support networks.

NZITT administers surveys, and management meets regularly with student representatives to gather student feedback on their learning experience. The results are generally positive, reflecting an effective learning environment, high rates of student satisfaction, and good relationships between students and staff. Student feedback is reviewed and has resulted in a number of improvements, including additional facilities and resources and reviews of course materials. Students interviewed also described NZITT responding promptly to concerns regarding a teacher during 2016 and providing additional support in the classroom.

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

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Governance and management are providing clear direction and guidance for NZITT. Effective communication and management practices are reflected in a range of documents sighted during the evaluation, including business and improvement plans and meeting minutes. NZITT is a small organisation, focused on maintaining educational quality alongside sustainable growth. NZITT has a stable team of qualified and experienced staff who report feeling valued and supported by governance and management. NZITT is investing in additional resources to match growth in student numbers and the delivery of new programmes, such as the acquisition of additional teaching space at the Manukau campus. NZITT is planning to commence delivery of English programmes at the Auckland central site during 2017, and at the time of the EER was appointing staff and identifying resource requirements. Monitoring and reporting processes will be required to provide assurance of consistency in programme delivery and student support across two delivery sites.

Delivery at level 7 is relatively new and is currently limited to one programme and a small cohort of 14 students. The initial delivery of the level 7 programme placed pressure on academic resources which have since been augmented by a programme leader role, to provide additional oversight and support for programme delivery and assessment. However, NZITT plans and actions to address shortcomings in teaching and assessment have not been sufficient to satisfy the requirements of House of Montrose Limited trading as NZCDI.

NZITT gathers information from a variety of sources to inform day-to-day management of teaching and learning, and to monitor the progress being made by individual students. NZITT has a reasonable understanding of overall learner achievement and graduate destinations, although the analysis and review of data currently has some limitations (refer Findings 1.1 and 1.2).

Regular monitoring and reporting of educational performance reflects a well-established culture of review and improvement. Annual improvement plans bring together initiatives that emerge from scheduled meetings and processes, such as reviews of programmes and of the quality management system. The plans allocate responsibility for key actions and document the outcomes achieved, including data where appropriate.

NZITT responds constructively to evidence of weaknesses in processes and performance, for example developing and implementing plans to address issues identified by external stakeholders, such as NZQA and Immigration New Zealand.

Since the previous EER, NZITT has explored several new areas for programme delivery but has had mixed success in achieving NZQA approvals for new programmes. At the time of the EER, NZITT reported that consultation and needs analysis processes had been strengthened for new programme developments. However, the outcomes of three recent applications to NZQA for approval and accreditation of business diplomas indicate that changes made have not had the required effect and that the application process is not managed effectively.⁹ NZQA found that a number of criteria were not met and basic requirements were missing from the applications. A further application was submitted in June 2017¹⁰. Although this has since been approved, NZQA's initial response was that many areas of the application required further attention, which indicates ongoing weaknesses in the application process.

NZITT has implemented an action plan to improve off-shore recruitment processes in response to low visa approval rates for students from India, but it is too soon to determine whether improvements evident at the end of the first quarter of 2017 will be sustained.

1.6 How effectively are important compliance accountabilities managed?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

NZITT has established regular processes for ensuring compliance accountabilities are well-managed, which are included on the organisation's annual quality assurance calendar. These include assessment and moderation plans, reviews of the risk management plan, and compliance with The Education (Pastoral Care for International Students) Code of Practice. Processes for the management of complaints are clear and a log of formal and informal complaints has been established.

⁹ NZQA declined applications for programme approval and accreditation for the New Zealand Diploma in Business Level 5 (Administration and Technology, Accounting Strands) on 21 March 2017 and the New Zealand Diploma in Business (with Strands in Accounting, Administration and Technology) (Level 6) and the Diploma in Management (Healthcare) (Level 7) on 24 March 2017. .

¹⁰ NZITT resubmitted the application for the New Zealand Diploma in Business (Level 5) (Administration and Technology, Accounting Strands) on 7 June 2017. The application for approval and accreditation was approved by NZQA on 3 August 2017.

The evaluators sighted the 2016 review of compliance with the Code of Practice, which identified areas for improvement. A flow chart has been developed which shows the new processes that have been established, particularly in relation to the appointment and monitoring of off-shore recruitment agents. Feedback has been gathered from students to inform NZITT's evaluations of agent performance. The quality management system is reviewed systematically, and improvement actions are documented. NZITT uses checklists to ensure all enrolment records are complete and also conducts regular audits of student files to ensure they are complete and accurate. A sampling of these files by the evaluators did not identify any gaps or areas of non-compliance with the Code of Practice or with NZITT's own policies and procedures. Staff receive regular training and updates on the code and the quality management system.

The evaluators confirmed, through interviews and reviews of course documentation, that programmes are currently being delivered as approved; however, it appears that for a period of time during 2015 there was a small disparity in student contact hours for the level 7 diploma, which has since been corrected.

Focus Areas

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

2.1 Focus area: National Diploma in Business (Level 6)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

2.2 Focus area: Diploma in Business (Advanced) (Sustainability) (Level 7)

The rating in this focus area for educational performance is **Adequate**.

The rating for capability in self-assessment for this focus area is **Adequate**.

Recommendations

NZQA recommends that New Zealand Institute of Technical Training:

- Review the ways in which it analyses and reports achievement data, to enable greater understanding of learner achievement, including benchmarking year on year with similar organisations, or using publicly available data (e.g. from the Tertiary Education Commission, Education Counts (Ministry of Education), or NZQA).
- Consider how to improve the quality and breadth of input from employers and business and educational advisors on the relevance and utility of the programmes for external stakeholders.
- Review record-keeping processes in relation to summative assessments, including the basis for assessor decision-making, evidence of detection and management of incidences of academic dishonesty, and the provision of feedback to students.
- Continue to invest in the professional development of teaching staff, particularly in relation to assessment and moderation.
- Develop staff understanding of NZQA's criteria and guidelines for programme applications.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 and/or 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 External Evaluation and Review (EER) Rules 2013.

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). The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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