

Report of External Evaluation and Review

New Zealand Institute of Management
(IMNZ)

Confident in educational performance

Confident in capability in self-assessment

Date of report: 19 April 2018

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Final Report

About New Zealand Institute of Management (IMNZ)

Type:	Private training establishment (PTE)
Location:	205 Queen Street, Level 4, DLA Piper Tower, Auckland
Delivery sites:	As above and Jackson Stone House, 3-11 Hunter Street, Wellington
Courses and approval dates:	<ul style="list-style-type: none">• NZIM Diploma in Management (Level 5)• NZIM Diploma in Project Management (Level 5)• New Zealand Certificate in Business (First Line Management) (Level 4) (3/08/2017 – first cohort commenced in October 2017)• National Certificate in Adult Education and Training (Level 4)
First Registered as PTE:	May 2002
Code of Practice signatory:	No
Number of students:	2015-2017: 280 enrolments; 118 completions Domestic: approximately 15; 15 per cent Maori, 1 per cent Pasifika No international students
Number of staff:	IMNZ has three full-time equivalent staff. ALPP (refer <i>Recent significant changes</i> below) has five full-time, three part-time and one contracted staff member.
Scope of active accreditation:	Refer to IMNZ's provider page at: http://www.nzqa.govt.nz/providers/ngf-accreditations.do?providerid=74791001
Course approvals:	Course approval for the New Zealand Certificate in Business (First Line Management) (Level 4) was given in 2017. This programme commenced in February 2018. The Adult Education programme commenced in October 2017 with two cohorts.

Current structure:	<p>IMNZ consists of NZIM Inc with two operational regions – IMNZ Auckland and IMNZ Wellington. A strategic delivery partnership with the Otago Southland Employers Association provides programme delivery in Dunedin and Invercargill.</p> <p>IMNZ owns, administers, resources and quality assures some management and specialist qualifications offered through other training providers such as schools and tertiary organisations (institutes of technology).</p>
Distinctive characteristics:	<p>Prospective learners must be employed or in volunteer work where they have opportunities to provide evidence towards the programme’s learning and assessment requirements.</p> <p>IMNZ programmes use a blended learning approach. Face-to-face workshops are facilitated. Between workshops the learners research topics and undertake directed learning as required to meet assessments. Programme requirements include applied learning within the learner’s work role and reflection on these outcomes. Learners have a wide range of employers: schools, banks, government agencies and private businesses, and are employed in operational management roles.</p> <p>IMNZ is a not-for-profit organisation.</p>
Recent significant changes:	<p>IMNZ has rebranded from NZIM to IMNZ. A business partnership with Massey University was finalised in March 2016. Massey Business School and IMNZ have formed a collaborative partnership to offer development pathways. This partnership provides shared services through the new Massey-owned entity: Applied Leadership in Professional Practice (ALPP). Massey has established an operating structure to benefit both organisations.</p> <p>The IMNZ board has expertise from business, economics, finance, management and tertiary leadership.</p>
Shared services between IMNZ and ALPP	<p>ALPP manages sales and promotion of programmes, training schemes and corporate training, membership promotions, professional accreditation services for</p>

members, membership database, accounting services (debtors, creditors, stocks and cash), and compiles management accounts.

ALPP also administers post-course quality surveys, seeks to recruit new members, stages membership events, seeks to expand the number of professional organisations that use New Zealand Institute of Management services, and promotes the institute's activities.

Teaching staff:	IMNZ recruits contract facilitators with extensive experience in their subject area. They are appointed on an annual basis to match annual course predictions. Facilitators with wider content expertise provide back-up for illness or increased demand. Modules are delivered over two days.
Funding	No
Consistency reviews	None
Moderation activities (including NZQA, industry training organisations, other standard-setting bodies)	NZQA Business and Management unit standards (1987, 11647, 27568) and Communication Skills 4-6 unit standard (9704) did not meet requirements in 2016. An action plan was approved by NZQA and a contractor employed until the appointment of the education and programme manager in 2016. Qualifications are in transition to New Zealand qualifications.
Previous EER history:	The previous external evaluation and review (EER) in 2015 resulted in judgements of Not Yet Confident in both educational performance and capability in self-assessment.
Recommendations from the last EER	<ul style="list-style-type: none">• 'Develop an organisational culture that has a clearer focus on the educational side of the organisation as a matter of priority• Continue to strengthen assessment and moderation knowledge and skills within staff to ensure robust internal pre-assessment and post-assessment moderation• Develop structured and documented processes for reviewing the organisation across all education and capability-building functions (programmes and

short courses), as well as management and governance functions, that is, strengthen self-assessment

- Proceed with the planned implementation of a single data management system with a view to better data analysis for organisational self-assessment
- Develop more systematic stakeholder engagement to determine how well their needs are being met
- Improve processes for the self-review of guidance and support.'

The EER methodology

Focus Areas are the programmes of study and areas of interest that provide the evaluation team with representative coverage of the tertiary education organisation's activities. The evaluators use these areas to answer the key evaluation questions.

Key Evaluation Questions are the overarching questions that form the basis for discussion between the evaluators and the tertiary education organisation in order to reach evaluative conclusions. These evaluative conclusions lead to overall statements of confidence about educational performance and capability in self-assessment, expressed in the report summary below.

Summary of Report

New Zealand Institute of Management delivers professional development to individuals and organisations to build management competencies, including leadership ability, to best practice levels. These services aim to contribute positively to the economy and quality of life in New Zealand.

IMNZ has used the findings from the 2015 EER and its own self-assessment to develop a coherent action plan across all aspects of the organisation. These initiatives have provided a new direction for the organisation and have contributed to closing the gaps identified in the previous EER by:

- Restructuring the organisation so that staff involved with the education side of the business are solely focused on that, while the management and administration of the business is carried out through a strategic business partnership with Massey University subsidiary ALPP. This restructure has included employing an education and programme manager, review of programmes, and replacement of expiring qualifications. This greater focus on education has led to better identification of issues and greater learner success.
- Continuing to strengthen assessment and moderation knowledge and skills within staff to ensure robust internal pre-assessment and post-assessment moderation. This has been achieved by upskilling staff, ensuring compliance with pre-and post-assessment moderation, contracting specialist assessors and markers, and engaging a high-performing external PTE to undertake external moderation.
- Developing structured and documented processes for reviewing the organisation across all education and capability-building functions (programmes and short courses), as well as management and governance functions, strengthening self-assessment. This has been achieved by the restructure, new staff appointments and systems, and clearer accountability processes than previously.
- Proceeding with the planned implementation of a single data management system with a view to better data analysis for organisational self-assessment. This has been achieved by clarifying staff roles and responsibilities, better tracking of learners, and developing more effective systems for data analysis, including moving to a single student management system in 2018.
- Developing more systematic stakeholder engagement to determine how well their needs are being met. This has been achieved by customising programmes to specific employers, employing customer support officers, and regularly seeking and putting into action stakeholder suggestions for change and improvement.

- Improving processes for the self-review of guidance and support. This has been achieved by better record-keeping and systematic review of learner support mechanisms.
- Shifting to a cohort-based intake system where students have greater contact with teaching and support staff leading to higher completions. However, these improvements have been mainly with corporate clients and are still to be tested with large cohorts of general enrolments. The new intake system has been successfully piloted with a small group of students.

Recommendation

NZQA recommends that IMNZ continue to strengthen its self-assessment processes to inform its educational value and worth and to guide its collaborative strategic direction across key stakeholders.

Scope of external evaluation and review

The following focus areas were selected for this EER.

NZIM Diploma in Management (Level 5)

This programme was selected as it has had the greatest number of enrolments over the last three years.

The NZIM Diploma in Management (Level 5) leads to the NZDipBus. The new replacement programmes will lead to the Zealand Diploma in Business (with strands in Accounting Administration and Technology, Leadership and Management, and Project management) (Level 5).

National Certificate in Adult Education and Training (Level 4)

This programme was selected as it is the only lower-level qualification currently offered by IMNZ. It is delivered as a Train the Trainer course and requires assessment in the workplace. The evaluation team met with the board and senior management team and facilitators. They also spoke with several external stakeholders, including employers, learners and graduates.

Findings

Educational Achievement

More learners are now completing qualifications than previously as new programmes have been designed to be delivered as programmes, not modules. This prevents students enrolling in individual modules (and not completing a qualification) and ends the system of rolling enrolments (difficult for assessment and tracking achievement). Learners now wait for the next scheduled date of a programme. These changes have led to increased group cohesion, learner retention and qualification completion.

IMNZ has introduced other systems to promote learner achievement. Prior to confirming enrolment, the education and programme manager ensures learners meet entry requirements and will be able to meet assessment requirements in the workplace. The PTE has also introduced a day one orientation to study and assessment requirements, and has produced a comprehensive participant handbook that includes contact information, course information, assessment process and appeals and information about IMNZ membership. Enrolled learners receive a year's complimentary membership to IMNZ. Learners are well informed, know who to contact for issues, and appreciated the professionalism of IMNZ staff and processes.

IMNZ is an effective provider of education and training. Most learners are in employment, therefore the programmes are customised to match learner and employer needs closely. IMNZ has learning specialists and support staff who work directly with senior managers and employers to scope, customise and contextualise the training materials to fit each training situation. Assessment focuses on application of learning to the specific workplace. These factors reduce barriers to learning by enhancing the relevance of the learning for both learner and employer.

Feedback from all training and programmes is online and systematically analysed. It includes all stakeholders and is used to improve future training materials, employer engagement and facilitator (IMNZ trainer) performance. The opportunity for learners to apply new skills directly in the workplace provides employers with first-hand experience of skill-sets and improved performance.

Self-assessment activities have improved due to changes implemented. Learner data from 2016-2017 has been extracted from the student management system and placed into a spreadsheet and pivot table to aid analysis. Staff responsibilities have been clarified and enrolment processes documented. A revised tracking sheet records data and monitors and tracks results and due dates for assessments and resubmissions. These measures also address the issue of two databases used prior to the restructure. The new student database is due to be established in 2018. These changes ensure IMNZ is up to date with learner progress and able to take timely action when a learner is not meeting requirements.

Value of outcomes

Across all programmes currently delivered, the ability to apply theory and practice in a seamless way is provided by blended learning (two-day, face-to-face workshops) followed by individual learner research on topics, directed learning to meet assessments, and applied learning within a learner's workplace. This methodology meets learner and employer expectations and requirements well because learners are able to apply their knowledge to their work roles. Learners and employers noted that programme participation led to reflection on practice that led to improvements in work performance and contribution levels. Learners' ability to work with each other increased collegiality and cooperation. Staff morale was increased by employer commitment to training. Some workers also gained promotion as a direct outcome of completing training. For example, confidence gained from completing training enabled some learners to attain franchisee status and advance their career options.

Programme design and delivery

Both programmes in focus are delivered in small cohort groups (14-16) to a range of businesses from banks to real estate firms. Programmes are well resourced with up-to-date technology, pre-moderated teaching materials and classroom spaces with sufficient space for small group discussions. Several factors have contributed to improving the currency of programmes and relevance to learners: increased numbers of assessors across subject areas; the upskilling of facilitators around assessment requirements and how these relate to learning outcomes; and greater involvement by facilitators in providing programme delivery and resource feedback.

A business programme was developed for bank employees focused on developing Māori staff to develop leadership potential (whakaterehia). One learner noted that the programme helped her to make a major life decision and create a better work/life balance.

Industry requirements are met by IMNZ facilitators with experience in middle to senior management, expertise and current industry knowledge, experience and facilitation skills. New facilitators are required to deliver a 'trial' workshop before appointment confirmation, to ensure they have the requisite subject knowledge and facilitation skills. Facilitators are energetic, committed, well supported by IMNZ (through professional development and performance review) and contribute to regular programme review and design. Increased stakeholder involvement in programme design and delivery has led to highly relevant programmes for both learners and employers.

Learner support and engagement

Learner support has been enhanced by the appointment of the education and programme manager who ensures learners meet entry requirements and will be able to meet assessment requirements in the workplace.

Redesign of the website in 2016 includes a new booking and registration system and improved access to information on learners, and communication with learners before and during the programme. An ongoing review of learner support includes regular reporting to the board and senior management team.

IMNZ maintains records of learner achievement, provides support to assist learners to complete, and understands and records the reasons why learners may not complete a programme, for example because they leave a workplace, or for health or personal reasons. Clear roles and processes have enabled the PTE to be more proactive in supporting learners. Feedback from learners and employers showed that the support received from IMNZ staff assisted with time management and successful completion of assessment projects.

Governance and management

The operating structure of ALPP benefits both IMNZ and Massey University. It benefits IMNZ by enabling it to focus on its training responsibilities since ALPP provides the marketing, sales, accounting, events and membership management functions. The collaboration benefits Massey University by closer alignment with business through IMNZ's accessibility and profile in the business sector. It also provides possible pathways for learners to Massey University's qualifications. Massey University also hopes to expand this type of association to support other organisations.

IMNZ has re-branded (NZIM to IMNZ), restructured staff roles and constituted a new board (one previous member remains). Through staff participation it has developed a shared strategic direction and values which have fostered a team culture that is engaged, motivated, collaborative and modern in outlook. The quality management system has been reviewed and includes process mapping of complex procedures in a user-friendly format. Reporting to the board on completion rates occurs regularly. Education services are now more central to all staff roles, providing confidence that the most important educational needs of learners are being recognised and met.

Managing compliance

Prior to February 2016, NZQA national external moderation requirements were not being met. However, 2016 moderation results for the Diploma in Adult Education and Training did meet requirements. New staff appointments (including increased numbers of external assessors), process mapping of educational processes and

staff professional development have occurred and internal moderation processes are better understood and managed than previously. An external high-performing PTE has been engaged to conduct external moderation. The results of these initiatives are yet to be fully tested, but NZQA is satisfied that IMNZ has the required systems, personnel and understanding to monitor ongoing moderation outcomes well.

IMNZ has increased capability to monitor compliance issues through a competency-based board and management team. The focus on educational achievement at all levels of the organisation ensures ongoing monitoring of, for example, delivery to approved programme requirements and correct academic levels. A sample of learner scripts sighted were comprehensively marked, contained useful feedback to learners and were at the appropriate programme level. Systems for managing compliance are thorough and comprehensive.

Ratings for Key Evaluation Questions and Focus Areas

Key Evaluation Questions are the overarching questions that form the basis for discussion between the evaluators and the TEO in order to reach evaluative conclusions.

Key Evaluation Question	Educational performance	Capability in self-assessment
1. How well do students achieve?	Good	Good
2. What is the value of the outcomes for key stakeholders, including students?	Good	Good
3. How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?	Excellent	Excellent
4. How effectively are students supported and involved in their learning?	Good	Good
5. How effective are governance and management in supporting educational achievement?	Good	Good
6. How effectively are important compliance accountabilities managed?	Good	Good
Focus Area	Educational performance	Capability in self-assessment
1. NZIM Diploma in Management (Level 5)	Good	Good
2. National Certificate in Adult Education and Training (Level 4)	Good	Good

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 NZQA 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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