

QUALITY AUDIT SUMMARY

on

Jireh International Academy Limited

Audit Date: 2 February 2010

Web Report Date: 23 February 2010

Provider ID: 7567

1 Objectives

The compliance review aimed to obtain reasonable assurance that Jireh International Academy Limited (JIA) demonstrates that it continues to comply with the statutory Policies and Criteria for Ongoing Registration for Private Training Establishments (Policies and Criteria for PTEs). The New Zealand Qualifications Authority (NZQA) seeks to ensure that PTEs continue to provide sound and stable learning environments and are delivering education that is responsive to the needs of learners and other stakeholders.

The results of this review will contribute to the decisions made by NZQA to confirm ongoing registration and accreditation.

The review is a snapshot of the organisation's performance at a particular time. As such, it is not a guarantee of ongoing compliance and effectiveness. Review is based on sampling and instances of non-compliance may remain undetected.

2 Scope

The review covered all Policies and Criteria for PTEs.

JIA offers courses to international students. This review included an evaluation of JIA's compliance with the Code of Practice for the Pastoral Care of International Students (Code of Practice).

3 Responsibilities

JIA is responsible for meeting all Policies and Criteria for PTEs by ensuring the quality of its management systems and the achievement of its goals and purposes.

Under the Education Act 1989, NZQA is responsible for registering private training establishments and granting accreditation to organisations offering approved courses.

4 Background

This was compliance review at JIA's sites in Queen Street, Auckland City; Helensville, West Auckland; and East Tamaki, South Auckland. The latter two sites are collaborative arrangements between JIA and the employer-owners of these sites.

JIA offers training to mainly international students in carpentry, boatbuilding, and English language. The organisation also offers training in tourism in a contractual arrangement with Te Wānanga o Awanuiarangi and also has students of Te Wānanga o Aotearoa on site studying computing.

JIA was last audited in 2008 and did not meet eight requirements of Quality Assurance Standard One, the standard for PTEs then in force. The requirements not met related to

- governance and management
- learner information, entry and support
- development, delivery and review of programmes
- assessment and moderation
- notification and reporting on learner achievement
- achievement of goals and objectives.

The last audit included an evaluation of the Code of Practice. JIA did not fully meet the requirements of the code. The requirements not met related to information and evidence of students' travel and medical insurance. The organisation did not take action when student attendance fell below the required level to remain in New Zealand.

While the organisation name is the same as previously, this is the first review of JIA after a change of ownership, management and staffing in July 2009. Essentially, JIA is a new organisation.

5 Summary

At this review (2009), JIA did not meet nine policy requirements of Policies and Criteria for PTEs.

The nine policy requirements not met related to: governance and management, resources, courses, and assessment. JIA met the requirements of the Code of Practice.

Governance and management

The primary focus of JIA's activities address four priority areas relating to producing highly skilled and competitive graduates, fostering research and innovation, developing organisational excellence, and integrating kaupapa Māori in JIA's daily activities. Objectives and measures are ambitious and, if successful, stakeholders will see significant increases in both the number of students and programmes being offered over the next 12 months.

The organisation has in place agreements with tertiary organisations to either deliver or support training at JIA. Training through these agreements will be maintained and in some areas increased during 2010.

For the most part, JIA employs people who have the skills, knowledge and experience to manage the day-to-day affairs of the organisation. Since the change of ownership, new and skilled people have been brought into the organisation to assist it to achieve its goals and support the services to learners. An advisory group also plays an important role in maintaining an overview of JIA's academic programmes and stakeholder interests.

JIA did not meet four of the 17 governance and management policy requirements. These policy requirements related to not having an audit completed of JIA's student fee protection arrangements, inaccurate information displayed on JIA's website, and insufficiently detailed procedures for all its policy areas.

The website information has subsequently been corrected and JIA has initiated an audit of its student fee protection arrangements.

The quality management system requires procedures to ensure staff know how to implement what the organisation wants to happen. Given its direction for 2010, JIA also needs procedures to manage any changes to the mode of delivery (i.e. from classroom-based to distance learning) and rapid changes in numbers of students and courses being offered.

Finances

JIA provided the necessary financial documents to provide assurance that its financial records are kept up to date, and it complies with generally accepted financial reporting standards in New Zealand.

Resources

Generally the organisation provides physical and learning resources to support its educational practices. Some resources were in the process of being upgraded and new ones are being developed. The classroom environments meet local bylaws and are suitable for classroom-based learning. However, one workshop did not meet health and safety requirements, including signage, safety notices for machinery and ensuring that checks were current for equipment such as electrical extension cords.

Staff

JIA has implemented the appropriate recruitment, selection and professional development processes to ensure that it has well qualified people employed to carry out the education and training offered. In some instances, where JIA has found staff not suitable for one position, the organisation has offered and subsequently placed them into other positions.

Courses

JIA took over the programmes offered by the organisation prior to the change of ownership. These three programmes included general English, carpentry and boatbuilding. The vocational courses have attracted international students who have the theoretical knowledge gained through their degree courses in their homelands but who want the practical skills which a university programme does not provide. Some students acknowledged New Zealand's reputation, particularly in the area of boatbuilding, as the basis for attending their training in this country.

Although the organisation is currently revamping its courses, there was insufficient evidence to link the planned changes to the results of self-assessment of the courses.

Other courses not covered by this audit are offered in partnership with other tertiary organisations and are subject to those institutions' monitoring and compliance requirements as set out in their agreements.

Learners

Students provided positive feedback about the organisation's offerings and its staff. Learner support was strong and based on Māori values and tikanga Māori. Support services were listed in student information. Staff who could communicate in the student's mother tongue were also available to assist and support students. At the time of the review the organisation had two student handbooks, one with comprehensive details on a myriad of topics and the other which provided an overview. The two handbooks should be collated into one

document. The establishment has recently installed Take 2, a student database management system, and information was being uploaded at the time of review.

The establishment had a clear set of rules and expectations of students. There were gaps in the earlier information that is required to be held for international students. JIA addressed the information gaps, but the time lapses were too long between identification of the problem and resolution. In addition, breaches of the attendance rules were addressed through JIA's warning system, but there was insufficient written evidence that the attendance rule breaches by students were reported to Immigration New Zealand in the required timeframes. JIA needs to ensure that the information that is required to be held on file about student visas, medical and travel insurance and attendance reports to Immigration New Zealand is available at any time and is accurate.

Assessment

The establishment is using internal processes to moderate assessment materials and assessor judgements. However, the organisation was waiting for the results of the external moderation conducted by the Building and Construction Industry Training Organisation (BCITO) and the Boating ITO. Verbal feedback from BCITO indicated that JIA had not met its requirements.

A sample of assessment records show that student unit standard credits were reported accurately and within reasonable timeframes after the credits had been achieved.

Quality assurance

JIA had undertaken a self-assessment against the requirements set out in the Policies and Criteria for PTEs. Action plans where appropriate were in place prior to the review visit and in some instances had been implemented. The self-assessment using an evaluative approach is at an embryonic stage and yet to be developed.

JIA management and staff cooperated fully for this review.

Closing statement

In its first six months of operation under new ownership, JIA has rebuilt the organisation's systems with a completely new complement of staff. Systems have been reviewed and rewritten, with new support systems such as the student relationship management databases installed. Partnerships with other significant large tertiary organisations have been established, implemented and reviewed. The requirements not met are able to be rectified and an action plan to address the outstanding requirements was received prior to the completion of this report.