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MANA TOHU MĀTAURANGA O AOTEAROA

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# External Evaluation and Review Report

New Zealand School of Education  
Limited

Date of report: 13 January 2021

# About New Zealand School of Education Limited

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*The New Zealand School of Education (NZSE) regularly interacts with the communities it sits within, to provide relevant and required training that enables progression into employment or further study.*

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Type of organisation:	Private training establishment (PTE)
Location:	3033 Great North Road, New Lynn, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: 1423 students, 828.3 equivalent full-time students (2020 figures); Māori: 328 students (23 per cent), Pasifika: 611 students (43 per cent), under-25s: 699 students (47 per cent)  International: 486 students <sup>1</sup> , 557.4 equivalent full-time students
Number of staff:	91 full-time equivalents
TEO profile:	NZSE's profile can be found at <a href="#">this link</a> on the NZQA website.
Last EER outcome:	Highly Confident in educational performance; Confident in capability in self-assessment
Scope of this evaluation:	International Students: Support and Wellbeing; New Zealand Certificate in Early Childhood Education and Care (Level 4) and the New Zealand Diploma in Early Childhood Education and Care (Level 5); Assessment and Moderation; Vocational Pathway – Military Preparation
MoE number:	7647
NZQA reference:	C45798
Dates of EER visit:	23-26 February 2021

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<sup>1</sup> The main international student nationalities are 34 per cent Chinese, 31 per cent Indian, 12 per cent Filipino, with the remaining students from South America, Europe, Middle East and other Asian countries.

## Summary of results

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*NZSE has undertaken its long-intended strategic growth into the domestic education market. It has made changes to support this, giving the organisation the flexibility to maintain and grow operations despite the recent international and domestic student sector challenges arising from Covid-19. Recent self-assessment activity has resulted in improved support mechanisms and assessment and moderation practices. A focus on seeking Māori parity with non-Māori students in achievement and meeting Māori learning needs is ongoing.*

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### **Confident in educational performance**

- Course and qualification completions are strong overall and are equivalent to or higher than those of other tertiary education organisations used by NZSE as benchmarks.
- Māori achievement rates remain notably lower than non-Māori at NZSE. Self-assessment to identify appropriate responses is ongoing and the effectiveness of actions taken to address the lack of parity is still to be seen across the whole organisation.

### **Confident in capability in self-assessment**

- NZSE understands the value of its programme offerings to all stakeholders. The regular adjustment of the annual delivery to ensure client, community and industry needs are met supports this. Gaining an understanding of the effectiveness of graduate application of the learnt skills and knowledge for all programmes would strengthen the value of this process.
- Comprehensive, ongoing monitoring and moderation by NZQA has been completed with NZSE since 2017. Additional to annual formal programme reviews, an assessment and moderation project was recently undertaken by the PTE. This has resulted in all assessments and moderation activity having been or being reviewed. This is a positive and targeted response, and improvements have been observed.
- Student support follows strong procedures, allowing student needs and wellbeing to be targeted and well resourced. Activities by the student voice committee support the proactive approach NZSE takes towards its

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students. Work towards the provision of effective support for all students with diverse needs is ongoing.

- The current organisational structure supports projected growth and enables the executive management team a high level of insight into daily operations.
- Staff are valued and get appropriate professional development to fulfil their roles. Further training and support to develop effective responses to Māori and Pasifika learning needs is still to be seen.
- NZSE has procedures and policies in place to ensure effective management of compliance accountabilities. The PTE has worked hard to positively address the learnings gained in assessment and moderation arising from NZQA statutory requirements between 2017 and 2020.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>NZSE measures achievement through successful completion of courses and qualifications and acquisition of knowledge and skills that have made a difference in a student's life. Transferable skills are actively fostered, and feedback indicates growth.</p> <p>Overall course completion rates from 2016 to 2020 have remained strong at around 80 per cent for domestic students and 88 per cent for international students. Qualification completions have also remained strong.<sup>3</sup> This success is shown in benchmarking with similar local tertiary education organisations.</p> <p>NZQA monitoring and moderation results since 2017 – in business, health and wellbeing, and numeracy – raised questions about the validity of student achievement. NZSE addressed the concerns by undertaking an organisation-wide assessment and moderation project.<sup>4</sup> The most recent moderation results indicate that improvement in assessment practice is occurring.</p> <p>Pasifika rates of achievement are increasing as more students from these groups participate in NZSE programmes.<sup>5</sup> The evaluators acknowledge the disruptions caused by the Covid-19 pandemic and the improvements in Māori achievement seen in Early Childhood Education (Level 4) (ECE L4). However, Māori student completions across the whole</p>

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

<sup>3</sup> See Appendix 1 for NZSE course and qualification completion data.

<sup>4</sup> Most assessments had been reviewed, reworked (where needed) and pre-moderated by mid-2020.

<sup>5</sup> The merging of the ATC PTE into NZSE as a school resulted in a percentage increase in both Māori and Pasifika students from 2020. Prior to this, the small participation percentages could have had a disproportionate impact on completion results for Māori and Pasifika.

	organisation, whether course or qualification, remain lower than those for non-Māori learners. NZSE has been working towards closing the achievement gap for Māori compared with non-Māori. However, the effectiveness of the latest measures, NZSE-wide, is not yet evident.
Conclusion:	Overall, student achievement of courses, qualifications and transferable skills is strong, with feedback and benchmarking confirming this. Monitoring action by NZQA has resulted in extensive assessment and moderation changes, with improvements to assessment practice and moderation occurring. Overall Māori achievement is lower than non-Māori. There is evidence of actions being taken and planned to improve Māori achievement; however, the effectiveness of these actions is still to be seen.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>NZSE regularly interacts with advisory groups and communities to effectively understand industry needs and employment opportunities. The programmes delivered and/or developed reflect this engagement and the evidence it provides of achievement of valued outcomes. Stronger relationships with local iwi are continuing to be developed to enhance outcomes for Māori students and the community.</p> <p>Regular student feedback and feedback from graduates, the community (including whānau) and industry attests to how the learning is enhancing student abilities and wellbeing. The positive changes in the VPM<sup>6</sup> students and the positive contributions they are making are particularly evident for NZSE in the feedback received from whānau.<sup>7</sup> The enhanced transferable skills and wellbeing were confirmed by stakeholders</p>

<sup>6</sup> Vocational Pathway – Military Preparation

<sup>7</sup> Whānau members spoken with during the EER attested to VPM students now getting up in time for the course, making food for themselves, dressing more neatly and generally being more respectful.

	<p>spoken to during the EER. NZSE uses this feedback as a key part of self-review.</p> <p>The collection of destination information from graduates has been expanded to ensure continued feedback is gained at regular intervals post-graduation. From this, the PTE is able to show the percentage of graduate progression to employment, further study or other destinations. For some programmes, employer and graduate feedback is disaggregated to show the relevance of employment or further study to the qualification attained and the use of skills and knowledge. The purpose is to strengthen programmes and support review. An example of this is NZSE's decision to cease delivery of the ECE L5 because graduates were only being offered reliever positions. The consistency of the collection of destination information across all NZSE programmes, and the use and interpretation of this data, was not evidenced.</p>
Conclusion:	NZSE gains an understanding of the value of outcomes from its interaction with stakeholders. Continued expansion of these interactions will further strengthen NZSE's self-assessment and understanding.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>As mentioned in 1.2, NZSE's regular interaction with advisory, peak body and community groups supports the delivery of programmes to remain relevant and current. An annual programme review and information from the activities of regular tutorial staff, the programme committee and academic board ensure a cross-organisation approach to meeting emerging student needs and trends. The effectiveness of ongoing actions and activities undertaken to increase the understanding and addressing of Māori student learning needs across NZSE, and also of mature Pasifika students' online learning needs, is still to be determined.</p> <p>The ECE and VPM programmes show how learning environments have been planned to benefit the academic and learning background needs of the students. The level 4 ECE</p>

	<p>programme is approved for distance delivery (online) to give working students the flexibility to study and gain a legislated requirement, whereas the VPM programme combines equal parts learning and physical activity and networking.</p> <p>Academic integrity and standards are monitored via external applications such as Turnitin, through the mixed practical and theory nature of the programmes, the frequency and grouping of assessments, and by the programme committee's review of the training delivered.</p> <p>Long-term monitoring activity undertaken by NZQA since 2017 identified issues with the validity, appropriateness and consistency of assessment. NZSE has responded to this organisationally through the assessment and moderation project, where every assessment has been reviewed and rewritten where necessary. A more robust moderation procedure has been created with new external partnerships and procedures. Internally, a comprehensive internal pre- and post-moderation schedule, an assessment and moderation tracker, and appropriate professional development for staff have been developed. The most recent results show improvement is occurring, but the effectiveness of these changes is still to be seen in the longer term.</p>
<p>Conclusion:</p>	<p>A comprehensive review process ensures NZSE's programmes retain relevance and meet the current and changing needs of the stakeholders. Issues that arose from NZQA monitoring activity have been responded to through NZSE completing an overhaul of assessments and moderation procedures and practice. The effectiveness of this action, though early, shows positive direction.</p>



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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>NZSE's long history as an international Code of Practice signatory helped in their preparation for meeting the requirements of the interim domestic Code of Practice. Existing policies, procedures and practices were applied to ensure the wellbeing needs and learning goals of each student were understood and responded to. The change of name of the student committee to student voice committee reflects that domestic and international students will have an opportunity to participate, consistent with the Code(s).</p> <p>NZSE recognises the diversity of its staff and students and uses this to inform the activities experienced throughout each year, enabling students to share their culture, find connections and form networks.</p> <p>NZSE effectively monitors that it is meeting the requirements of the international Code of Practice. Close, reviewed relationships with agents ensure prospective students gain relevant information. Extensive education-related information is gathered about the student before they are accepted to ensure they meet entry criteria, and potential risk is identified and recorded for potential follow-up when the student is accepted. International students are supported on arrival and through orientation before becoming integrated into their classes with domestic students. People able to speak a number of different languages are on the staff, and first-language support is available when needed for all students. However, it was unclear how appropriate learning support is co-ordinated for or accessed by students for whom English is not the first language.</p> <p>A similar process for informing and interviewing domestic students ensures that barriers to learning are better understood from the time of the initial interview. An example of NZSE's self-assessment is the review of support processes which has resulted in the recent commencement of pre-study meetings between support and tutorial staff when at-risk students are identified. The aim is to enable a focussed, early approach to meeting the needs of these students. The effectiveness of this new activity is still to be determined, though initial feedback</p>

	<p>received indicates students and staff consider this a positive move.</p> <p>During orientation, the PTE undertakes needs analysis, literacy and numeracy profiles and goal setting, resulting in individual learning plans. Progress is tracked through student journey and support trackers, and adjustments are made as emerging needs arise. Alternative skills are delivered through in-class learning support and work-readiness workshops. The e-learning platform Canvas, and the e-Code of Practice aim to emulate this provision for online students. However, online course feedback indicates that inclusive support methods and knowledge for diverse cultures online is still developing and the effectiveness is still to be determined.</p> <p>NZSE responded swiftly to the Covid-19 lockdowns. Tutors supported their students well, and additional funding, financial support and referral to external assistance enabled students to continue training successfully. A high percentage of students attested to being able to continue to learn effectively.</p>
Conclusion:	NZSE has comprehensive and appropriate support services. Reviews have resulted in new activities and initiatives. NZSE is well placed to continue to ensure the support and wellbeing of all students consistent with and intended by the Code(s).

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The organisation's purpose and direction is clear and understood by all staff. The resultant strategic planning attests to this, as do decisions such as a strengthening the PTE's presence in the domestic market, better meeting the needs of local communities, and growing the programme portfolio to meet emerging demands.</p> <p>The organisational structure provides the executive management team with regular insights into the daily operation of the organisation. Recent self-assessment activity demonstrates strong academic leadership. A separate management team,</p>

	<p>academic board and a number of sub-committees support educational and business growth.</p> <p>Data, including self-assessment data, is used regularly at all levels of the organisation to inform reviews, future planning, improvements and the resourcing of key areas. The effectiveness of actions addressing areas for improvement – such as reducing the disparity of achievement for Māori learners and changes to assessment and moderation practices – is still to be determined.</p> <p>Staff are employed for their relevant expertise and experience, and any additional training required is planned and provided. NZSE’s goal of reducing disparity suggests that further professional development for all training staff around responding to Māori could be considered. Professional development plans are adjusted annually based on the observation and appraisal process, alongside organisational shifts in activity. This is demonstrated in the increased capability gained recently by staff around assessment and moderation.</p>
Conclusion:	NZSE’s current organisational structure supports business and programme growth to meet the trends and needs of the communities they operate in. Prompt responses to self-assessment have generated activity addressing a number of recognised areas for improvement.

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>NZSE ensures compliance accountability management is assured through set procedures within the quality management system and annual calendar reminders for relevant staff. Regular oversight is completed by the registrar, and self-identified anomalies are quickly recognised and addressed.</p> <p>NZQA placed conditions and undertook statutory action as a result of monitoring NZSE’s moderation of programmes from 2017 through to 2020, leading to the subsequent cessation of delivery for the level 5-7 business qualifications. NZSE has undertaken comprehensive assessment and moderation</p>

	<p>practice reviews which has resulted in improved practice and moderation results, and NZQA confidence in reported results.</p> <p>NZSE requested Tertiary Education Commission funding against two lapsed accreditation programmes for the 2020 year, with an intention to redirect the funding to new Youth Guarantee programmes. After the annual statutory declaration for 2020 – which advised NZQA and the Tertiary Education Commission of the programmes delivered – the investment plan was updated and these programmes were removed. NZSE needs to ensure that it continues to make applications consistent with its refreshed awareness of rules and requirements relating to programmes with lapsed accreditation.</p> <p>NZSE’s management and self-review of its accountabilities under the international Code of Practice gives confidence that the requirements are being comprehensively met. NZSE has integrated the international and interim domestic Code policies and procedures, and plans to continue management and review of both Codes as one. A strong culture of review ensures any changes in related legislation are responded to promptly.</p>
<p>Conclusion:</p>	<p>Policies and procedures for managing compliance accountabilities are outlined in the organisation’s quality management system, with annual monitoring and review occurring. NZSE has worked hard to meet NZQA risk-related conditions, with the latest results indicating improvement.</p>

# Focus areas

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

## 2.1 Focus area: International Students: Support and Wellbeing

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	A comprehensive monitoring of international students from recruitment through to enrolment and study ensures that international students are supported appropriately and their wellbeing needs are met. Integration with the domestic students ensures that international students are provided with experiences that promote social and academic networking and also greater understanding of diverse cultures. Additional support is provided by immersing these students into the NZSE whānau.

## 2.2 Focus area: New Zealand Certificate in Early Childhood Education and Care (Level 4) and New Zealand Diploma in Early Childhood Education and Care (Level 5)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The ECE L4 qualification was approved and accredited to give NZSE the facility to provide a qualification meeting the legislative requirement for practising as a childhood educator. Offering this as an online-only course met the need of potential students who needed to work and study concurrently. Feedback has attested to this being a preferred delivery mode for the employed students. The wellbeing and professional enhancement gained from this training has resulted in organisations choosing to recommend using NZSE to their employees and contractors.</p> <p>This programme has undergone review after each iteration to ensure the teaching and learning that occurs is well resourced and appropriate for the level. The effectiveness of the changes to assessment and the material available on the Canvas platform is positive, with improved completions and course satisfaction. However, some stakeholders' concern about meeting the support and learning needs of the diverse student</p>

	<p>body online (in particular mature and Pasifika learners) indicates this is an important area for focus.</p> <p>Feedback for the ECE L5 programme is positive, with students enjoying the face-to-face learning opportunities. NZSE's identification that graduate employment is generally in reliever roles rather than full-time employment led NZSE to discontinue the programme and apply to deliver an ECE degree. Further investigation into the 25 per cent of ECE graduates who have become not engaged in further education and training would further strengthen self-assessment.</p>
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### 2.3 Focus area: Assessment and moderation

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
	There are no significant findings that are not already covered in Part 1 of this report.

### 2.4 Focus area: Vocational Pathway Military (Level 2) (NCEA L2)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Participation in this programme of study is weighted towards Māori and Pasifika students. Students interviewed commented on the whānau feel within their classrooms, their gaining of confidence and leadership skills, and their hopes for their future. Students and staff said there was a lack of comprehensive feedback on completed assessments.</p> <p>Māori are not achieving as well as non-Māori in this programme. This gap is recognised by the new head of school who is focussed on continuing to develop parity activities and action plans as a priority.</p> <p>External relationships with groups that provide support and guidance for Māori and Pasifika youth are actively fostered and used. A large number of Pasifika staff members ensure Pasifika student cultural needs are met within the programme. However, the recognition and appropriate meeting of non-Pasifika students' cultural needs is still emerging.</p> <p>The use of destination data to understand the use of the skills and knowledge learnt, was not evidenced.</p>

## 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 New Zealand School of Education:

- Review the effectiveness of current actions taken and commence further activities to address the lack of parity between Māori and non-Māori student achievement across the whole organisation.
- Continue to ensure student support processes and activities, including delivery, are sufficiently comprehensive to meet all student needs across the organisation.

## Requirements

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

# Appendix 1

**Table 1. Participation (percentage)**

Group	2017	2018	2019	2020
Domestic	35	49	67 (482 efts*)	77 (575 efts)
Māori (subset of domestic)	7	6	8 (58 efts)	17 (116 efts)
Pasifika (subset of domestic)	13	12	19 (191 efts)	28 (233 efts)
International	65	51	33 (327 efts)	23 (327 efts)

\*Equivalent full-time students

**Table 2. Overall course completions (percentage)**

Group	2017	2018	2019	2020
Domestic	82	77	83 (339 efts)	79 (386 efts)
Māori	72	54	62 (35 efts)	57 (67 efts)
Pasifika	79	68	68 (143 efts)	72 (177 efts)
International	86	80	90 (294 efts)	88 (286 efts)

**Table 3. Overall qualifications completions (percentage)**

Group	2017	2018	2019	2020
Domestic	77	74	73	65
Māori	68	50	53	42
Pasifika	56	53	69	65
International	83	85	78	71

**Table 4. Early Childhood Education and Care course completions (percentage)**

Group	L4:2019	L4:2020	L5:2019	L5:2020
Domestic	84	81	81	82
Māori	50	68	35	6
Pasifika	78	76	77	80



**Table 5. Vocational Pathways Military Preparation (Level 2) course completions (percentage)**

Group	2017 (ATC)	2018 (ATC)	2019 (ATC)	2020 (NZSE)	2021* (NZSE)
Non-Māori and non-Pasifika	70.1	72.6	70.1	77.3	61
Māori	57.5	60.7	64.4	59.8	55
Pasifika	64.1	61.3	65.3	73.8	70

\*Until the end of April 2021

**Table 6. Vocational Pathways Military Preparation (Level 2) qualification completions (percentage)**

Group	2017 (ATC)	2018 (ATC)	2019 (ATC)	2020 (NZSE)	2021* (NZSE)
Non-Māori and non-Pasifika	28	59.5	70	75	58
Māori	22.5	41.1	50.8	44	57
Pasifika	29.4	43.4	51.1	78	74

\*Until the end of April 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 fraud<sup>8</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>8</sup> 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 452(1)(t) of the Education Act 1989 and approved by the NZQA Board and the Minister of Education.*

*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.*

*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.*

*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](http://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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