



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

National Technology Institute Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 13 September 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:	National Technology Institute Limited (NTI)
Type:	Private training establishment (PTE)
First registered:	30 March 2007
Location:	20 Hobson Street, Auckland CBD
Delivery sites:	Ntec Tower, 20 Hobson St, Auckland Durham Court, 146 Durham St, Tauranga 289 Tuam St, Christchurch
Courses currently delivered:	<ul style="list-style-type: none">• Graduate Diploma in Information Technology (Level 7)• Diploma in Computing (Level 6)• Diploma in Computing (with strands in Software Development and Computer Networking) (Level 7)• National Diploma in Computing (Level 5)• National Diploma in Hospitality (Management) (Level 5)• National Diploma in Hospitality (Operational Management) Rooms Division Management (Level 5)
Code of Practice signatory:	Yes

Number of students:	<p>Domestic: nil</p> <p>International: 738</p> <p>NTI has no Māori or domestic Pasifika students. The school is populated entirely with international students, so receives no New Zealand government funding.</p>
Number of staff:	49 full-time; 35 part-time
Scope of active accreditation:	<p>Please follow the link below:</p> <p>http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=783294001</p>
Distinctive characteristics:	<p>NTI is one of a group of four registered PTEs that provide programmes for international students under the Ntec (National Tertiary Education Consortium Ltd) banner. Ntec, in turn, is part of a larger consortium, having recently been absorbed by Aspire2 Group Ltd which now comprises 12 registered PTEs in New Zealand. These PTEs are all Category 1 and 2 providers and currently operate as independent PTEs. There are moves afoot to rationalise this situation so that there are seven PTEs divided into those that deliver international education and those that deliver to domestic students within the Aspire2 Group. Aspire2 International is part of the Aspire2 Group Limited which operates solely in New Zealand. Archer Capital is the majority owner of the group with global investments and holdings in Australia and New Zealand.</p> <p>NTI specialises in information technology and hospitality management. Ntec operates a faculty system of programme management and delivery, so the discipline areas of NTI are administered within the Ntec regime.</p>
Recent significant changes:	<p>There have been a few significant staff changes recently which coincided with the purchase of Ntec by the Aspire2 Group in late 2015. These include the recent departure of the chief executive of Ntec to take up a senior tertiary education role abroad.</p> <p>The Christchurch campus was established two to three years ago and has recently moved into</p>

permanent premises.

There has been a significant increase in student numbers at NTI, from approximately 230 students in 2012 to more than 700 students in 2016.

Correspondingly, staff numbers have increased substantially across the Ntec providers, from approximately 70 teaching staff members in 2012 to 239 in 2016. Of these, 35 per cent teach at NTI.

Previous quality assurance history:

NZQA was Highly Confident in the educational performance and capability in self-assessment of NTI in the external evaluation and review (EER) completed in April 2013.

NTI offers unit standards administered and moderated by NZQA. The results of this moderation have varied, with a significant number of unit standard assessments not meeting requirements in the period 2013 to 2015. However, all requirements for the 2015 moderation were met in April 2016. Moderation results for 2016 have again been mixed.

Moderation with ServicelQ, the industry training organisation (ITO) for hospitality management assessment standards, was conducted in 2015 and the results have been positive with no issues identified.

NTI has recently gained accreditation from NZQA to deliver the Graduate Diploma in Information Technology (Level 7). The provider also has recent approval from NZQA to deliver four New Zealand diplomas at levels 5 and 6 in information technology and hospitality management. Delivery of these programmes is expected to start soon.

Other factors:

NTI is fully integrated into Ntec and shares support systems like administration, student support and premises. References to Ntec in this report also include NTI.

2. Scope of external evaluation and review

The scope of the EER included the following focus areas:

1. Governance, management, and strategy

This is an important consideration for this provider, given the conglomerate nature of the organisation.

2. International students

All the current students at NTI are international students.

3. Diploma in Computing (with strands in Software Development and Computer Networking) (Level 7)

4. National Diploma in Hospitality (Management) (Level 5)

These two programmes have been selected for the focus areas because they cover the two main subject areas of study covered by NTI: hospitality and information technology. They are at levels that are representative of the programmes at NTI generally. Between them, these programmes include most of the students enrolled at NTI.

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 NZQA evaluators visited two NTI campuses in central Auckland and Tauranga over four days. Prior to the EER, the NZQA lead evaluator and the academic director of Ntec discussed the possible focus areas and EER procedures for the visit. NTI supplied the lead evaluator with compliance and other information about the organisation, and sent a summary of its self-assessment activities, including any changes that had occurred since the previous EER. This information assisted the lead evaluator in developing the scope of this EER, in collaboration with the academic director of Ntec.

During the on-site visit, the evaluation team interviewed the directors and the chief executive of Aspire2 Group, the academic director of Ntec, support staff, programme managers, teaching staff, students on the courses, and some of the stakeholders (advisory board members, employers, past students and a

representative of the ITO), among others. A range of documents was examined to clarify information that arose from the discussions.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **National Technology Institute Limited**.

The evaluation team found that NTI has a good standard of educational performance. The following factors support this standard of performance.

- An overarching administration and student support system inherited from Ntec covers all the PTEs in the group. This helps to standardise and coordinate the systems of delivery and support.
- NTI focuses on a small range of subject areas, namely hospitality management and information technology, and this allows it to focus on specialising in these areas. In the wider organisation, this specialisation complements the areas of focus of the other providers in the Ntec group.
- The achievement rates of the programmes included as focus areas are consistently above 90 per cent of those who complete. Information Technology students are mainly mature students with significant learning and qualifications from their home countries.
- The comparatively high withdrawal rate of 25 per cent for hospitality students also compromises the results in the hospitality programmes.
- There is good, systematic support for the students, who all come from other countries to study. This support assists the students to acclimatise to New Zealand and succeed in their studies.
- English language support is a focus for NTI. In the National Diploma in Hospitality (Management) programme, all entrants are tested to determine their level of English language competence, despite their meeting IELTS (International English Language Testing System) requirements. Those who need it are given supplementary tuition to assist them in their studies. Introductory Qualification Module classes are run for all students before they start their programmes. These classes run over three weeks and cover introductory material introducing the students to their programme, required study practice, the school, the locality, and New Zealand culture.
- NTI has a good alignment to meet the needs of its students, many of whom stay in New Zealand after they have completed their studies to undertake work here.
- There are solid links with local communities and industries. Industry representatives are actively engaged in the committees that guide the development of programmes. Where possible, NTI includes practical industry

experience in its teaching and assessment procedures to give the students exposure to work practice.

- NTI teaches some programmes at relatively high levels of learning, and supports this with highly qualified teaching staff who engage in active academic research to support the teaching.
- The school has effectively managed a large increase in international students since 2012, maintaining educational standards while increasing staff numbers and expanding the facilities and resources to enable this growth to occur.
- The evaluators received assurances that the programmes are being delivered in the manner in which they were approved. A minimum of 20 contact hours per week is maintained.
- Ntec is aware of the need for quality teaching. Teachers are supported to gain teaching qualifications, and the provider goes to some length to promote innovation in teaching, especially in providing realistic work-related learning and assessment.
- Student support is very good. In the information technology programme, the students are supplied with laptop computers that perform all the required functions for the programme. There is added value in the programme provided by extra short courses leading to proficiency in manufacturer software and systems.
- The evaluators studied Ntec's systems of monitoring compliance and found that the important compliance areas, such as the Education (Pastoral Care of International Students) Code of Practice, were being monitored to ensure requirements are met. General compliance appears to be managed by those responsible for monitoring individual areas. The high decline rate of visa applications from prospective students who apply for entry to NTI programmes has been of concern. Plans have been put in place to rectify this, and approval rates have increased. Latest information indicates that NTI is meeting the 50% target of visa acceptance set by Immigration New Zealand.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **National Technology Institute Limited**.

The evaluation team found that NTI has a good system of self-assessment. The following factors support this view.

- Ntec has an effective system of collecting data on student achievement attendance and feedback. It collates this information and analyses it to identify patterns and trends that will assist it to improve student achievement and

develop programmes that will meet the needs of students and other stakeholders.

- Committees for the hospitality and information technology faculties are functioning and meet for up to four times a year. Membership of these committees is mostly from industry, other institutions such as the University of Auckland, and NTI staff. These meetings are formal in nature, with minutes being taken and feedback being given to the board on the effectiveness of its recommendations.
- NTI has had approximately 70 per cent of its prospective students from India turned down by Immigration New Zealand for student visas for various reasons including not meeting the requirements of entry to New Zealand on a student visa. The provider is working to improve this situation. The achievement rates of NTI programmes are benchmarked against the rates of similar programmes at other schools. The achievement rates at NTI compare well, being slightly higher than most other schools. Latest information indicates that NTI is beginning to meet Immigration New Zealand targets of 50% of acceptances.
- Stakeholder satisfaction in the outcomes is measured using systems of student, graduate and industry feedback, which is collated and analysed to ascertain the effectiveness of the learning. The feedback from stakeholders is positive.
- The governance at Ntec has identified that relying on the one main market quite heavily for international students may not be such a good strategy. Currently around 70 per cent of Ntec's students are sourced from India, which means that if there is a problem in the market it affects a significant proportion of the student body. The board of directors has adopted a strategy to diversify the international student market to recruit more students from other countries in future.
- At NTI the achievement rates are high, but retention rates in the hospitality programme are not so favourable. Around 25 per cent of entrants do not complete the two-year programme – mainly for family or financial reasons, or they are expelled for continued poor attendance. A few students leave the programme because they get employment or change direction. This means that a number of students are not completing the purpose for which the visa was granted.

Findings¹

1.1 How well do students achieve?

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**.

Student achievement at NTI is good. Most programmes have student achievement rates of 90 per cent or more (achievement figures are measured against the number of students who complete the programme, and so do not include those who withdraw or are expelled). These achievement rates have been consistent for the past three years. For 2013 and 2014, achievement was 97 per cent. The remainder of the students do not pass within the timeframe. These are good results. However, the rate of withdrawals and expulsions in the level 5 hospitality programme, being approximately 25 per cent of those who started, is a concern. Students who withdraw from the programmes do so for personal and financial reasons, and those who are expelled are unable to fulfil their attendance obligations. These problems are more likely to occur in the level 5 hospitality programme, where the student motivation is less robust. The provider interviews exiting students and has determined that the issue of poor retention is due to a lack of commitment in some of the people being attracted to the hospitality management programmes. More work could be done to understand this situation, with a view to minimising the negative effects.

The school is made up of international students, and about 70 per cent of these are from India. The evaluators found that most of these Indian students wanted to remain in New Zealand to gain work experience after the completion of their study. In most cases this is achieved, with the students often gaining a foothold in the industry while they are still at school. Students get relevant employment. In the National Diploma in Hospitality (Management) in 2013, 86 per cent of students moved on to relevant employment, and in 2014, 98 per cent moved on to relevant employment. Seven per cent of the completing students went on to further study in 2013. Interviews with recent graduates showed that they were working in relevant jobs and many had subsequently received pay rises and promotions quickly after graduating.

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Students achieve well in the level 7 Diploma in Computing. In the period 2013 to 2015, completion rates for this diploma averaged 97 per cent. These students are more mature and many have significant learning and qualifications from their home country before coming to New Zealand. This is a one-year programme (120 credits) with a distinct practical element. Because of their willing attitude and work ethic, the students generally do well, with nearly all of them passing and only a few withdrawals.

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 **Excellent**.

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

There was considerable value shown in the outcomes, particularly for students and employers, and this is verified in the interviews with these groups during the EER visit. The level 7 Diploma in Computing provides particularly good value. The students enjoy the practical, project-based assessments and the opportunity to work in groups. Students can obtain student work visas and most stay in New Zealand after completing their studies. Students gain a good insight into the New Zealand way of life, which is useful if they are going to stay. The students enrolling in the National Diploma in Hospitality (Management) come from countries where the hospitality industry often lacks status and professionalism. In New Zealand they can gain dignity and have skills that are recognised by qualifications. They gain work experience in industries for which there are job vacancies in this country. They can gain advancement within the industry, and there is the possibility of further study at university. Competition work at the New Zealand Culinary Fare helps to raise the individual profile within the industry, and some students have won their events, indicating effective preparation and tuition. The evaluators learned that graduates value the skills and opportunities facilitated by the gaining of the qualification. Some graduates are invited back to the school to give presentations to the current students.

Students find jobs in the hospitality and information technology industries in New Zealand. Some gain promotions and pay rises within the first few years of employment. Others become managers of small businesses in the hospitality industry. Students improve their English language skills during the programmes and gain in confidence and self-reliance. They gain employment in occupational areas that are on the New Zealand skills shortage list and so assist New Zealand by helping to fill these gaps. The students learn valuable skills, and the information technology programme is more practically based and applied than overseas counterparts which makes the training more useful. This allows for more industry contact, a realistic flavour to the learning, and the ability to make industry contacts

that lead to jobs. For those hospitality students who are identified as having needs in this area, English language skills are enhanced through extra tuition. Students gain valuable skills and enhance the qualifications and training they have already gained overseas.

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 **Good**.

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

NTI has several devices to ensure that, as much as possible, the programmes continue to meet the needs of the students and stakeholders. For example, NTI management has recognised that there is a need to keep developing the standard of teaching and is introducing an innovative teaching model in the National Diploma in Hospitality. The evaluators learned from different sources that the teachers 'push you to achieve' and work on developing the students' motivation. NTI has an arrangement with a prominent local chef training school for the hospitality management trainees to complete their kitchen training. This is a valued relationship which allows the students to work using professional training kitchen facilities in a realistic environment.

A significant proportion of the hospitality students do not complete the programme (25 per cent) and this indicates that the programme does not meet the needs of all students. NTI has identified that this withdrawal rate is largely due to the lower level of maturity of the students. The school also has some problems with a few students going to other, cheaper schools, which shows that this is a very competitive market.

While Ntec gives students a good opportunity to pass assessments, it is mindful of maintaining educational standards. The students can have three attempts at achieving the competencies of a unit standard, then receive a 'fail' and must repeat the unit standard. Ntec also has strict rules and penalties for plagiarism and cheating, and while this is not a major problem, the rules are being enforced, resulting in further reductions in this practice.

The programmes are taught as approved by NZQA, and the provider seeks the necessary approval for any changes made. Contact hours for the National Diploma in Hospitality (Management) are arranged so that the students can also get part-time employment, which most do. The hospitality programme is unit standard-based and the students are assessed using ServiceIQ assessments pre-moderated by the ITO. External moderation of assessments and results by ServiceIQ has been positive. The programmes are taught in four terms and there is an intake

every term. Class sizes are set at around 20 students which is manageable in hospitality, and the tuition hours are set at 20, allowing time for part-time work.

The teachers confirmed that the programmes selected as focus areas for this EER are being taught as they were approved. Any changes that require approval are dealt with in this way. There is an issue with the National Diploma in Hospitality (Management) in that there is a drop in enrolment after the first year (the programme is a two-year, 240-credit course). The evaluators understood that this could be a feature of hospitality courses, as students appear to have less motivation and understanding of the industry and are more inclined to change their minds about continuing after year one. As with the information technology programmes, there are four intakes of students throughout the year, one per term.

Ntec has some significant and successful ways of engaging with local communities to raise the profile of the school. The evaluators learned that the information technology students in Tauranga provided an in-house service solving software problems for the public at no cost. This is an advertised service and has been taken up by the locals. The provider has been careful to provide services that do not compete with other commercial enterprises. The hospitality students in Auckland operate the training restaurant on campus and give free service to the public in exchange for feedback.

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

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

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

The evaluators noted the careful preparation of the students for entry to the programmes. The Introductory Qualification Module classes are run for all students. They run for three weeks before the main programmes start and are independently delivered. The module covers a lot of introductory material familiarising the students with their programme, the school, the locality, and New Zealand life. Also covered are study skills and the level of academic integrity required by New Zealand's education system. All students receive a comprehensive handbook which outlines the PTE's rules, regulations and academic requirements. Attendance requirements and the consequences of not attending are included in the handbook. Ntec advocates 100 per cent attendance unless for verifiable medical reasons and will vigorously follow up any non-attendance at the 90 per cent attendance threshold. There are instances at Ntec of students' enrolments being terminated because of poor attendance. Ntec collects specific feedback from the students to gauge the effectiveness and help the development of the Introductory Qualification Module programme.

NTI has comprehensive and wide-ranging support for international students. Most students are 18 years and over and do not require such close pastoral supervision as young students. Many can organise their own accommodation while they are studying at Ntec. Support is given to the students in many meaningful ways, and is also available after the student graduates from the campus.

Despite new students meeting the IELTS English language requirements for the programme they will attend, they are tested with an in-house proficiency test and given extra English language tuition if required. Students can do an extra term of English language tuition before starting their chosen programme of study.

Native language-speaking mentors are available for students of national groupings to help them with communication issues until they acclimatise. Homesickness is a problem for some new students, so the provider makes counselling available and provides phone cards so the students can phone home. There is a comprehensive orientation service and familiarisation with local amenities. Inclusive student counselling services are available and students can benefit from two weeks of accommodation at the school's expense while they find their own place to stay. NTI counsellors explain to the new students how tenancy works in New Zealand.

Teachers at NTI are responsive and supportive, and have a good rapport with the students. Teacher professional development is integrated into their performance reviews and involves upskilling in teaching skills and keeping abreast of developments in their sector. New teachers are mentored and guided in their roles. Formal observations of staff teaching performance lead to improvement in practice. Self-review and student feedback are also factors that influence the performance review. Assessment activities are largely practical in nature and involve realistic scenarios, so they support the learning well. The students can discuss any problems with reception staff or their teachers. The students can get assistance with referrals for health and financial matters. There is a job search club for hospitality students in Auckland to help them find work in the local industry.

In the level 7 information technology programme, the students' final project is a commercially based assignment involving industry stakeholders. This is a substantial piece of work and has industry value. Some projects are presented internationally. The school helps to foster these industry connections and the students see this as an advantage of studying at Ntec. To ensure the validity of assessment outcomes, Ntec uses a senior academic at a local university as an external moderator.

The level 7 information technology programme has a high retention rate (almost 100 per cent of the students who start the programme will complete it). Generally, at this level attendance is good. Attendance sheets are scrutinised by student support staff and any offending students are offered support. At this level, the staff members are suitably qualified and many of them maintain an active research

output which helps to inform their teaching. NTI has a research committee and publishes a research output report on a regular basis.

Resources at NTI are appropriate for the learning and are readily available. Students of the level 7 information technology programme are given a laptop which they can keep when the course is completed. Students benefit from the strong local relationship that Ntec has formed with an international software developer. Certification exams are held on behalf of the software developer at the school, and in 2015 around 120 students gained developer qualifications which are useful internationally. Short courses are provided to update the students with industry and software developments. Software developers offer these courses, organised by Ntec and relevant to the jobs the students will go to. The teachers meet weekly with each student to discuss progress and what must be done to succeed in the programme of study. Two of the students interviewed had received Ntec scholarships to advance to level 7 when they have completed level 6.

The level 5 hospitality programme is also well resourced and there are a variety of activities included to enhance the learning and lift the profile of the school. These include visits to exhibitions, taking part in competitions, the availability of industry magazines, and access for celebrity chefs and guest speakers.

Moderation of assessment happens internally and externally. Assessments are moderated before being used, and the marking is checked afterwards. External moderation of samples of assessments by academics at other institutions is used to verify the processes used at Ntec.

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

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**.

Governance and management at NTI is good at supporting student achievement. NTI is part of an extensive management structure which is the result of several company takeovers in the past. Central overarching governance is from Aspire2 which now oversees the Ntec, Queens and New Zealand Tertiary Education Ltd groups. NTI is part of Ntec, which itself is part of a consortium of four PTEs that make up part of the international student arm of Aspire2. Aspire2 brings financial and merchant banking skills, overarching decision-making, and strategic direction. There is good diversification of educational interests over the four campuses in New Zealand. The Aspire2 board of directors generally meets monthly no less than 10 times a year. The board receives regular reports from the chief executive which cover the important performance issues, but other business is discussed weekly by telephone. Aspire2 will continue the centralisation of important generic services

across the PTEs that it owns, such as human resources, student support and marketing. Aspire2 is part of holdings from a diverse investment portfolio, and can call on high-level resources and expertise.

There is some rationalisation of management going on within the Ntec group. The chief executive has just departed and a new chief executive for Aspire2 International has been employed recently. Previously the directors had been visible, and the school ran as more of a 'family business', but now it has more of a corporate style. Ntec is made up of four schools dealing with international students. At the PTE level there is good educational and industry expertise among the teaching staff to supplement the business skills evident in the governance and management of the organisation. The administration and higher-level management will be centralised under the Aspire2 banner, thus limiting duplication of systems. The PTE group of Ntec currently works in 'faculties' which extend across the PTEs at present. Students now identify as Ntec, not necessarily NTI, so the rationalisation will clarify this distinction further. Currently, Ntec students are predominantly Indian but there is ongoing investment in market diversification.

NTI uses the EER key evaluation questions for its self-assessment, and there is a good focus on the outcomes for the students in qualifications, jobs, further studies and immigration. Ntec management sees the advantage of fostering one-to-one relationships with management at government agencies like NZQA and the Tertiary Education Commission. These relationships are regarded as 'partnerships'.

Ntec has recently had significant turndown by Immigration New Zealand of visas for prospective Indian students, which is an area of concern. A target to reduce this turndown by the end of March 2017 has been set, and Ntec has put in place an action plan to alter its practice in this area. There is now a binding contract with each agent to ensure that agent practice has integrity and training is given to back this up. Changes are being made to agents' practices and how they are monitored to improve performance in this area. These changes, though promising, have not yet enabled NTI to meet the targets set by Immigration New Zealand and NZQA. There has been growth from 230 students in 2012 to over 700 in 2016 at NTI, and this has been achieved by leasing further floor space in Ntec's Auckland complex and by increasing staff and resources. Staff numbers have increased from 70 to 239 in the corresponding period at Ntec. Thirty-five per cent of staff are allocated to NTI. With the increase in international students, the school has increased the student and learning facilities correspondingly. This is shown by the establishment of a new training restaurant, some strategic staff appointments made, and the leasing of more space in Hobson St.

Ntec operates several committees for both hospitality and information technology. Membership is from industry and other institutions, and Ntec also provides input. The meetings are formal; minutes and action plans are produced to ensure continuity. Ntec also has an academic board which meets as required to ratify course results and changes to programmes. Fortnightly faculty meetings are an

important means of overseeing academic progress, and end-of-term reports on each programme are produced to inform management of student progress. Faculty reports are sent to the chief executive who synthesises them and reports to the board. Teachers across the campuses have regular inter-campus meetings to discuss student progress and qualification development.

Benchmarking takes place against other schools. A few students had been to more than one school and could compare Ntec with others. They said the facilities at Ntec compared favourably. Student attendance is carefully monitored and is problematic in some cases. Around 25 per cent of hospitality entrants do not make it to the end of the programme. They are either expelled for continuous poor attendance or withdraw for personal reasons. The rate of achievement of those who complete is high.

Feedback to management from a staff opinion survey has assisted in giving guidance and support to staff, and identifying some areas of need. As a result, moderation policies have been reviewed, and the need for staff to be upskilled and gain qualifications in this area has been identified.

Management keeps abreast of student opinions in a regular monthly meeting of the student council and in the analysis of the online student feedback.

The level 7 information technology programme has recently been reviewed, and with advisory board input some new strands are being planned to include topical areas of virtual storage and cybersecurity management. These ideas are tested in the sector by inviting feedback from the industry using an online survey and analysing the results. Teachers communicate resource needs each term, and upgrades in resources are made before each intake of students. The level 5 hospitality qualification has been replaced on the New Zealand Qualifications Framework and teachers are working towards establishing a modular programme replacing the unit standards.

1.6 How effectively are important compliance accountabilities managed?

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

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

The evaluators found that at base level there are compliance checks on significant areas such as health and safety, the Code of Practice, and NZQA requirements. The required checks of Code of Practice details for international students are in order and checked in accordance with requirements. While compliance monitoring is being carried out, it does not appear to be cohesive or centrally managed in an effective way. It would be useful if a centrally coordinated system, encompassing

all areas of compliance, including academic compliance, were established including monitoring, recording and reporting functions.

The programmes selected as focus areas are being taught in accordance with approval and accreditation requirements. The teachers and programme leaders said they had access to the approval documents of the programme. It would also be useful if the academic board indicated formally that the programme approval documents had been considered when programme developments are discussed. The evaluators learned that NTI checks programmes when they come up for review by the programme committee, but that this is not always officially ratified on documents.

Student attendance in class is strictly recorded. Students sign the paper sheet by their name to indicate that they are present. Each class requires a new sheet to be signed. It was noted that the student attendance recording system was 'paper-heavy', with boxes of paperwork being produced every term, and still required some manual data input into the central student management system.

Focus Areas

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

2.1 Focus area: Governance, management, and strategy

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: International students

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

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

2.3 Focus area: National Diploma in Hospitality (Management) (Level 5)

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

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

2.4 Focus area: Diploma in Computing (with strands in Software Development and Computer Networking) (Level 7)

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

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

Recommendations

NZQA recommends that National Technology Institute Limited:

1. Request the academic board to consider NZQA programme approval documents when programme improvements are made.
2. Improve the effectiveness of recruitment agents abroad.
3. Give more focus on minimising student withdrawals and expulsions to improve student retention at the school.
4. Consider a more centralised and systematic way of monitoring and recording compliance checks.

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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