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# External Evaluation and Review Report

New Zealand Academic and Learning  
Institute

Date of report: 3 September 2020

# About New Zealand Academic and Learning Institute

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*New Zealand Academic and Learning Institute (NZALI) delivers workplace-based literacy and numeracy training and micro-credential programmes.*

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Type of organisation:	Private training establishment (PTE)
Location:	12 Huron Street, Takapuna, Auckland
Code of Practice signatory:	Yes <sup>1</sup>
Number of students:	Domestic: during 2019 and 2020 (year to date): 374 learners (26 per cent Māori, 17 per cent Pasifika) in workplace literacy and numeracy training (27,360 contracted hours of delivery)  Five learners (0.24 EFTS <sup>2</sup> ) in micro-credentials  International: nil in 2019 and 2020
Number of staff:	Five full-time staff and four contract tutors
TEO profile:	See: <a href="#">New Zealand Academic and Learning Institute</a> on the NZQA website  In May 2019, NZALI formally withdrew accreditation for the Diploma in Business Management in Health Services (Level 7). Literacy and numeracy training is delivered under the Tertiary Education Commission Employer-led Workplace Literacy and Numeracy Fund. <sup>3</sup>
Last EER outcome:	At the 2016 EER, NZQA was Confident in the educational performance and capability in self-assessment of NZALI.
Scope of evaluation:	<ul style="list-style-type: none"><li>• Practising Leadership with Self-Awareness</li></ul>

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<sup>1</sup> NZALI ceased delivery to international students in November 2018.

<sup>2</sup> Equivalent full-time students

<sup>3</sup> <https://tec.govt.nz/funding/funding-and-performance/funding/fund-finder/employer-led-workplace-literacy-and-numeracy-fund/>

(Micro-credential) (10-credit, NZQA-approved programme)

- Workplace Literacy and Numeracy programmes

MoE number: 8021  
NZQA reference: C38424  
Dates of EER visit: 8 and 9 July 2020

# Summary of Results

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*NZALI has successfully repositioned itself as a provider of customised, workplace-based learning. Effective needs analysis, programme design and delivery ensure that the most important needs of diverse learners and employer stakeholders are met.*

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## **Confident in educational performance**

- NZALI has credible evidence of learner achievement and valued outcomes arising from their workplace-based programmes. These include enhanced cognitive abilities, improved skills (including literacy and numeracy) and the achievement of micro-credentials.
- Employers report satisfaction with NZALI's collaborative approach and the positive impacts of the programmes on their staff and businesses.

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

- NZALI is a flexible and student-centred provider. Learners with a variety of needs and backgrounds are well supported and engaged in their learning.
- Leadership is effective in strengthening and monitoring academic processes, and developing staff capability in teaching and learning.
- NZALI has established an effective framework for ongoing and periodic reviews of key activities, drawing on information from a variety of sources. Changes are identified and implementation is being monitored.
- During the period covered by the EER, there have been some important weaknesses which have had some impact, specifically in relation to previous educational offerings to international students (particularly assessment and moderation). However, there is now good evidence of improved educational quality and key processes, which provide confidence in ongoing educational performance, especially taking into account the changes to the scope of delivery.

# Key evaluation question findings<sup>4</sup>

## 1.1 How well do students achieve?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The credibility of high qualification completion rates (95 per cent) reported for the Diploma in Business Management in Health Services is undermined by the adverse findings of NZQA monitoring (relating to assessment).<sup>5</sup></p> <p>However, robust assessment and moderation processes now implemented in the Practising Leadership with Self-Awareness (Micro-credential) underpin the 100 per cent qualification completion rate (albeit for only five learners in the first cohort).</p> <p>In addition to gaining the 10-credit micro-credential, students developed their leadership skills, and increased their interpersonal and communication skills and self-management. Evidence of these gains is available in tutorial observations and reflections, and learner and employer feedback.</p> <p>Student achievement in Workplace Literacy and Numeracy programmes is reflected in summary LNAAT<sup>6</sup> data in Tertiary Education Commission reports. These show small, measurable improvements for student cohorts. NZALI is now implementing a more systematic process to more closely target delivery to individual skills deficits, and to better monitor and describe the literacy and numeracy skills development of individual learners throughout each programme.</p> <p>During the EER, stakeholder interviews confirmed the evidence of students gaining increased confidence, the ability to apply basic literacy and numeracy skills in the workplace and at home, and enhanced team and problem-solving skills.</p>
Conclusion:	Student achievement is generally strong in the workplace-based programmes and is underpinned by effective processes

<sup>4</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>5</sup> Although not a focus area, the diploma was a significant part of the PTE's delivery since the previous EER.

<sup>6</sup> Literacy and Numeracy for Adults Assessment Tool

	<p>for assessing learning. NZALI understands learner achievement, has valid evidence and credible achievement data, and develops plans and actions for improvement. However, variable performance over the period covered by the EER in relation to the Diploma in Business Management in Health Services is reflected in the rating for this key evaluation question.</p>
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## 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>Self-assessment evidence confirms that NZALI graduates of the micro-credential have been able to apply what they have learnt in their workplace. Employers noted graduates' increased self-awareness and improved leadership in a variety of employment situations, which is having a positive impact on their effectiveness.</p> <p>The reports to the Tertiary Education Commission and interviews with employers yielded convincing qualitative evidence of the ways in which the Workplace Literacy and Numeracy programmes had benefitted individual participants and their organisations. Examples include improved team functioning and communication practices, and greater awareness and compliance with health and safety requirements.</p> <p>NZALI has strong relationships with client employers, and repeat business indicates satisfaction with the outcomes of the workplace programmes.</p> <p>Graduates of the Diploma in Business Management in Health Services are primarily employed as healthcare assistants rather than in health services management positions. This shows a mismatch between graduate aspirations and the outcomes of this programme.</p> <p>NZALI gathers advice on workforce development and industry needs from advisory board members who meet annually.</p>
Conclusion:	NZALI workplace-based programmes provide positive learning opportunities for individuals with a variety of educational backgrounds and experience. There is good evidence of

	sustainable and meaningful outcomes for individuals and employers.
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### 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>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>NZALI is systematically capturing and using feedback from stakeholders to ensure the relevance of the Workplace Literacy and Numeracy programmes. For example, the PTE matches session times, lengths and locations to business needs. Programmes generally start with workshops for leaders and managers before rolling out to staff. This helps to establish organisational commitment to the programme and the sustainability of the benefits for individuals and the workplace.</p> <p>NZALI facilitators collaboratively plan and review each session (delivery and resources). Learning activities are effectively designed to engage learners with a variety of educational backgrounds and learning needs (including ESOL<sup>7</sup>). Recently, tutors shared and compared programmes and resources across the two main delivery regions to increase consistency.</p> <p>The micro-credential provides focussed learning for leaders at all levels, to enhance their leadership practice. There is an appropriate mix of face-to-face workshops, one-to-one sessions and independent learning, over six months. The assessment requires participants to reflect and apply concepts to their own leadership context and challenges.</p> <p>NZALI has reviewed the micro-credential, drawing on tutorial reflections and feedback from stakeholders, and has developed an action plan (with oversight by the academic committee). This has resulted in improvements to lesson planning to strengthen the link between learning and assessment.</p>
Conclusion:	NZALI has effective collaboration processes for understanding and matching needs, through careful programme design and systematic review. There is good evidence of ongoing and periodic programme reviews in both focus areas. Changes are

<sup>7</sup> English for Speakers of Other Languages

	being implemented in relation to the micro-credential, but the impact of these will not be evident until the next delivery.
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#### 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>NZALI has a student-centred approach to teaching and learning, tailoring programmes and the learning environment to minimise barriers and support learners to succeed. Detailed programme design is informed by groups reflecting on their goals and needs (in initial sessions). Students have multiple opportunities to acquire and practise new skills in a supportive, small group environment.</p> <p>The initial cohort of five students in the micro-credential included two Māori and one Pasifika student who suggested that there is an opportunity for NZALI to create a more culturally inclusive learning environment. A key stakeholder has confirmed that NZALI is very open to this feedback, and this is reflected in programme planning for future cohorts.</p> <p>The results of LNAAT assessments inform programme design and delivery of the Workplace Literacy and Numeracy programmes. High-needs learners, including ESOL learners, are given additional one-to-one support to minimise barriers to learning, for example to build vocabulary for participating in group activities.</p> <p>Learners are sometimes reluctant participants initially, having been nominated by their employer for the programmes. Self-assessment evidence indicates that students build strong relationships with tutors and become engaged with their learning.</p>
Conclusion:	NZALI tutors reflect regularly on the effectiveness of their teaching practice and how to support and engage students in their learning. Student input is regularly invited, listened to and acted on.



## 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>NZALI has changed direction since the previous EER, delivering workplace learning to domestic students rather than a level 7 diploma to international students. The PTE has been successful in identifying new opportunities, building on key relationships and effective needs analysis. The current focus and scope of delivery is a better match with organisational competencies and is a more sustainable business model. The management of these changes has been effective, including the retention of key staff wherever possible and investment in new capability. NZALI has recently received NZQA approval for a micro-credential in digital literacy, which extends current activities in literacy and numeracy training.</p> <p>NZALI has appropriate governance and management oversight of planning and review activities. Day-to-day management and academic leadership and direction-setting are effective. These responsibilities are primarily vested in the director of studies, with support from the academic committee and appropriate academic processes. NZALI has acted on key learnings from NZQA's monitoring of the previous diploma to strengthen processes and build capability.</p> <p>NZALI is building staff capability in teaching and learning. Examples include supported enrolment in the New Zealand Certificate in Adult Literacy and Numeracy, the recently introduced Book Club, and focussed training sessions. Staff are enthusiastic and report feeling valued. NZALI has effective processes for communicating, sharing information, and managing performance across a distributed organisation. This includes regular collaboration on delivery and review, meetings, teaching observations and performance appraisals. All staff are engaged in reflection and review.</p>
Conclusion:	NZALI has successfully repositioned as a provider of valued customised programmes to domestic students in collaboration with employer clients. Self-assessment is thorough and well documented, and underpins good student achievement and stakeholder satisfaction.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>NZQA monitoring of the Diploma in Business Management in Health Services in 2017 and 2018 found that NZALI's delivery of the diploma did not meet Criterion 6.1 of the Programme Approval and Accreditation Rules. In addition to significant concerns about assessment and moderation, NZQA found that unapproved changes had been made to learning outcomes and course outlines.</p> <p>NZALI has since established effective internal and external moderation processes, including the engagement of a suitably qualified and experienced external moderator. Training is now underway to further strengthen internal capability in assessment. Suitable monitoring of directed learning activities in the micro-credential provides assurance of total learning hours matching programme approval.</p> <p>NZALI ensures compliance with funding conditions for the employer-led Workplace Literacy and Numeracy programmes, including monitoring of enrolment eligibility and attendance (to ensure delivery hours and delivery intensity requirements are met).</p> <p>The PTE's self-assessment and review process is a compliance-focussed document. It is an effective tool to ensure all key academic and self-assessment processes, described in the quality management system, are being completed.</p>
Conclusion:	<p>Historic weaknesses in relation to compliance accountabilities have been addressed during 2019 and 2020, and NZALI continues to build capability in key areas. No current significant concerns regarding compliance management processes were identified during the EER.</p>

# Focus Areas

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

## 2.1 Focus area: Practising Leadership with Self-Awareness (Micro-credential)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The recently established Book Club provides a weekly opportunity for coordinators and tutors to review and reflect on key topics covered in the micro-credential. This is useful professional development for staff to reflect on their own knowledge and practice of key leadership concepts.</p> <p>Further review of programme content by an external leadership specialist is planned for later in 2020.</p> <p>Detailed feedback on assessments is provided individually by the tutor. Improvements are being made to lesson planning to strengthen the link between learning and assessment and to improve the success rate on first attempt of the sole assessment by future cohorts.</p>
Conclusion:	The micro-credential is providing students with enhanced leadership skills and the opportunity to apply key concepts and behaviours in their workplace. NZALI has implemented appropriate processes for ensuring academic standards and integrity.

## 2.2 Focus area: Workplace Literacy and Numeracy training

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Learning activities are engaging for students and include brainstorming, group activities in problem-solving and lateral thinking, and work-based scenarios.</p> <p>NZALI requires teachers to have the New Zealand Certificate in Adult Literacy and Numeracy. Tutors without this qualification may not deliver sessions independently but observe and help</p>

	<p>the qualified coordinators.</p> <p>Some activity has been deferred or ceased due to the Covid-19 lockdown. However, employers interviewed during the EER confirmed the value of their relationship with NZALI and the intention to continue to work in partnership to meet workforce training needs.</p>
<p>Conclusion:</p>	<p>NZALI supports employers to access funding to upskill their workforce through training activities that meet specific workplace requirements. There is good evidence that NZALI is building capability and achieving sustainable training outcomes.</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.*

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

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

# Appendix

## 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 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*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. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*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. The Private Training Establishment Registration Rules 2018 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, 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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