External Evaluation and Review Report

The International Travel College of New Zealand Limited

Date of report: 12 April 2022

About The International Travel College of New Zealand Limited

The International Travel College of New Zealand Limited (ITC) delivers programmes in the travel and tourism and aviation industries, as well as short courses for secondary school students.

Type of organisation:	Private training establishment (PTE)
Location:	Level 4, ITC House, 9 City Road, Auckland
Code of Practice signatory:	Yes
Number of students (as of April 2021):	Domestic: 130
	Māori 24; Pasifika 69; under-25, 124
	International: 20
Number of staff:	21 full-time and eight part-time
TEO profile:	See The International Travel College of New Zealand on the NZQA website
Last EER outcome:	In 2016, NZQA was highly confident in ITC's educational performance and capability in self-assessment.
Scope of evaluation:	• New Zealand Certificate in Tourism (Level 3)
	• New Zealand Diploma in Tourism and Travel (Level 5)
	• International Student Support and Wellbeing
MoE number:	8277
NZQA reference:	C45334
Date of EER visit[1]:	3 and 4 August 2021

---

[1] This EER was conducted online.

Final report

Summary of results

ITC has strong achievement and provides valuable outcomes to students, the industry and relevant stakeholders. Robust self-assessment leads to a culture of continuous improvement.

Confident in educational performance

ITC's course and qualification completion data is above the sector median and the target set by the Tertiary Education Commission. There is parity in achievement between various ethnic groups, as well as international students. Skills gained are useful and transferrable across industries and workplaces.

ITC is active in the sector and supports students and graduates to find employment opportunities. The organisation is known in the sector for producing high-calibre graduates with good skills and attitudes.

Highly Confident in capability in self-assessment

Programme design and delivery is sound, with regular programme review to ensure relevance and currency. There were concerns around moderation identified by NZQA and by an external moderation partner. ITC has put in place initiatives to address these gaps. However, it is too soon to see evidence of improved results (see 1.3).

ITC cultivates a culture of family and inclusiveness for both students and staff. Students are supported to engage in their learning, and staff are supported in their professional development.

The Covid-19 pandemic has been challenging for a PTE focused on travel and tourism. ITC focused on the wellbeing of its students and staff, and provided assistance as needed.

The governance and management team is strong, innovative and responsive to change. This was especially evident in the last two years of operation amidst the pandemic.

Compliance accountabilities are managed well.

Key evaluation question findings[2]

1.1 How well do students achieve?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	ITC has strong achievement – both course and qualification completion rates for all delivered programmes[3] are above the sector median and the Tertiary Education Commission target of 50-60 per cent. Pasifika students comprise a big percentage of the student body, as do students who are under 25. The completion rates for these groups is at par with the total student population. The Māori population, a small cohort, has variable achievement but still generally positive. International students have likewise been achieving well over the last four years.[4] Students gain life skills that are transferrable across industries and workplaces: improved confidence and the ability to manage self, time management, interpersonal skills, communication, presentation and writing skills, problem solving, and customer service skills. Attendance is a focus, checked daily and used as a measure of student engagement. Factors affecting student progress are analysed and understood, and appropriate support and options are provided to struggling students to help them continue with their learning. Data analysis is comprehensive. Achievement is looked at in various ways – for instance per ethnicity, per programme, per campus – and benchmarked against the sector.
Conclusion:	Achievement is strong and with parity across various groups. Students gain vital, transferrable skills. Data is comprehensively analysed to understand achievement.

---

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

[3] At the time of the EER, ITC delivered three programmes: New Zealand Certificate in Travel and Tourism (Level 3), New Zealand Certificate in Travel (Level 4), and New Zealand Diploma in Tourism and Travel (Level 5).

[4] See Appendix 1 for completion data.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	There is strong evidence that ITC provides value to its stakeholders.
	Over the last four years, ITC has shown an increasing trend in employment outcomes. The introduction of an employment advisor role greatly helped in this area. ITC is active in the industry and serves as a conduit between the industry and students/graduates for employment.
	The transferrable skills gained by graduates helped them to be successful in seeking opportunities in related fields – especially when the Covid-19 pandemic hit the travel and tourism industry – for example in customer service roles, retail, marketing and transport. The employment-related support provided by ITC – i.e. assistance in writing CVs and cover letters, and preparation for interviews – is valuable to the students.
	Industry stakeholders interviewed for this EER confirmed that ITC is known in the industry for producing graduates who are well-prepared for employment and come with good attitudes. The industry benefits by having skilled people for employment.
	During the Covid-19 lockdowns, ITC provided value to its former students by offering free training for them to upskill or progress with their studies.
	Through its short courses offering to secondary schools, ITC provides value to secondary school students through the taster courses, which for many were the basis of their decision to further their studies in the travel and tourism field. The school representatives interviewed for this EER recognise this value. Students not only complete a course and gain credits, they also get exposure to what is required to work in travel and tourism when they enrol in ITC.
	ITC regularly obtains feedback from stakeholders, students and graduates to understand the value of its programmes. The strong network of the leadership team in the industry means they

	have ample opportunities to gather input from across the industry with regard to valued outcomes.
Conclusion:	There is strong evidence of the value ITC provides to the industry, relevant stakeholders, graduates and secondary school students. ITC understands the value it provides through its thorough and meaningful self-assessment practices.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	ITC programme review is comprehensive and regular, with inputs from relevant stakeholders, tutors and students. Industry linkages enable ITC to maintain relevance to industry needs and requirements. The advisory board provides quarterly input and updates. The student course evaluation, tutor self-reflection and various tutor meetings and catch-ups all feed into programme review.
	Programme design and delivery is centred around student needs. Flexibility is offered through the use of Moodle and the 'Study From Home' programme. Guest speakers from relevant fields provide richness to the programmes, as do the out-of-classroom activities and trips. Research projects likewise require students to go out to the industry and gain valuable work experience.
	Students are provided with clear guidelines regarding assessment requirements and procedures, and a culture of academic integrity is emphasised by focusing on the importance of using proper citations and writing using their own words. Assessment feedback provides students with an understanding of their progress, and includes formative feedback to ensure they are on the right track.
	While the national external moderation results (NEMR) are positive, there are a number of gaps in external post-assessment moderation identified by an external moderation partner. These include, among others, the lack of a marking rubric, unclear performance criteria, quality of feedback, and unsatisfactory evidence in meeting outcomes. The NZQA

	programme monitoring report[5] also has concerns about the robustness of ITC's pre- and post-assessment moderation, the inconsistencies of reporting, and the lack of depth in recording. ITC has taken steps to address the identified concerns, such as having a new marking rubric, endeavouring to align assessment to the learning outcomes, and having a moderation form checklist. As the initiatives are newly introduced, it is too early to see the results of these improvements.
Conclusion:	Programme design and delivery are generally sound. The identified gaps in moderation affect the ratings for this key evaluation question.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	ITC has effective systems in place to ensure students are well-supported and involved in their learning. Effective student support starts prior to enrolment, where students are provided with accurate information to assist in their decision. Students, both domestic and international, attend an orientation programme where the programme, rules and regulations, and available student support are discussed.
	International students are guided to be able to adapt to their new environment, and are advised of the student support team members and 24/7 emergency contact person. One-on-one meetings with the student support adviser are held every three or four weeks to ensure any concerns are dealt with.
	Tutors are well-aware of the individual needs of the students and endeavour to accommodate them as much as possible in order to remove or minimise barriers to learning. For example, students with dyslexia and ADHD were provided with additional study time and individual support. ESOL[6] students were supported by making sure they get clarity on the learning

---

[5] NZQA Programme Monitoring Report (Internal Moderation) – New Zealand Diploma in Tourism and Travel Level 5 (November 2020)

[6] English for Speakers of Other Languages

	materials and the requirements of assessment. Timely feedback is provided to students with regard to their learning progress.
	ITC places importance on student health and wellbeing and ensures support is available to them. The open-door policy at ITC encourages students to talk to any staff member they feel comfortable with. The organisation is structured in a way that students have direct contact with various staff members, ensuring the support available is broad. Students have daily access to the home tutor, subject tutor, course advisors and campus managers. ITC also assists in accessing professional support, i.e. psychiatrist, counselling, medical sessions.
	ITC is conscious of the financial hardship for some students brought on by the Covid-19 pandemic lockdowns. Laptops were provided to some and free food was available after the lockdowns. Students were helped to apply for and obtain financial hardship funds. Flexibility is afforded to students who were unable to go back to class due to some circumstances, for instance those students with immune-compromised health. Online access was given to these students to be able to continue learning alongside their peers.
	ITC ensures student queries, concerns and suggestions are heard formally through student representatives as well as informally from individual students. ITC has attested that outcomes 1, 2, 4, 5 and 6[7] of the interim domestic Code[8] are well-implemented, while outcome 3[9] is implemented.
Conclusion:	ITC has effective systems in place to support students and involve them in their learning.

---

[7] 1 – A safe and supporting learning environment; 2 – Assistance for students to meet their basic needs; 4 – Progress and personal development of students; 5 – Inclusive learning environment; 6 – Student voice.

[8] Education (Pastoral Care of Domestic Students) Interim Code of Practice 2019

[9] 3 – Physical and mental health of students

Final report

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	The ITC leadership team works effectively and cohesively, with well-defined roles and responsibilities. They are long-standing members of the organisation and are well-networked in the industry. Staff members take part in establishing the organisational direction and strategy, ensuring a robust process with well-informed and clear outcomes.

ITC is well-resourced[10], which enables good teaching and learning support to both tutors and students. Teaching staff are subject matter experts and experienced in the industry. Most have relevant teaching qualifications, while some are in the process of obtaining their credentials. ITC policies ensure tutors are supported in their professional development. ITC fosters a culture where the organisation is like a family and staff feel valued. The health and wellbeing of staff is important and well-considered, and this became apparent during the Covid-19 lockdowns. ITC remained loyal to its staff members, with no layoffs despite the challenges the PTE faced.

ITC continues to operate a sustainable business model, with strategies in place to ensure the continuity of its operation within the travel and tourism education industry. It has been proactive in its responses to change and the needs of its stakeholders. For example, it has tapped into secondary schools to provide further services beyond its core business. Micro-credentials are also in its immediate future plans as an additional pathway to meet industry needs.

Data analysis is used meaningfully at the governance and management level to inform policies and decisions. |
| Conclusion: | ITC governance and management is strong and effective in supporting educational achievement. |

---

[10] Resources include the library, online subscriptions, learning management system, computer lab, learning areas, practical training centre.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	The ITC leadership team works collaboratively to ensure compliance accountabilities are managed effectively. Responsibilities are defined and reviewed yearly by the team. Systems and tools in place help manage this responsibility well. The teams keeps abreast of key dates and deadlines through regular discussion, i.e. a regular agenda item in the leadership team meetings, and by maintaining a compliance calendar. Key accountabilities managed well by ITC are as follows: • NZQA attestations are submitted on time • Credit reporting is completed within the required 90 days following assessment • Participation in external moderation activities • Self-review of the two Codes of Practice is a sound process, involving relevant staff. Responsibilities under the International Code of Practice are mostly managed well. However, the EER team identified a case where an international student went without insurance for five days. Section 16D of the Code requires that a Code signatory ensures its students have appropriate insurance cover at the time of study. This is also a student visa condition. ITC's efforts in reminding the student to renew their insurance was noted by the EER team; the gap has since been rectified and no significant impact resulted.
Conclusion:	ITC has effective systems in place to ensure key compliance accountabilities are managed well. The temporary lapse in meeting an accountability requirement has been rectified and is no longer a current concern.

Focus areas

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

2.1 Focus area: New Zealand Diploma in Tourism and Travel (Level 5)

Performance:	**Good**
Self-assessment:	**Good**
Conclusion:	The identified gaps in moderation were from this programme. See 1.3 for details.

2.2 Focus area: New Zealand Certificate in Tourism (Level 3)

Performance:	**Excellent**
Self-assessment:	**Excellent**

2.3 Focus area: International Student Support and Wellbeing

Performance:	**Excellent**
Self-assessment:	**Excellent**

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 The International Travel College of New Zealand ensures that international students are appropriately covered by insurance as outlined in Section 16D of the Code.

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 1

Table 1. ITC course completion data against sector median

	Level 3	Level 4	Level 5
2017	80.3% (75.5%)	81.8% (75.3%)	82.8% (79.9%)
2018	83.3% (72.5%)	76.2% (75.9%)	71.5% (79.4%)
2019	77.1% (74.4%)	78.9% (76.1%)	78.0% (79.3%)
2020	78.4% (71.7%)	71.4% (73.9%)	72.8% (77.0%)

Source: 2017-20 data from Nga Kete

Table 2. ITC qualification completion data against sector median

	Level 3	Level 4	Level 5
2017	70.2% (62.4%)	76.7% (62.0%)	54.7% (56.1%)
2018	72.1% (62.8%)	71.3% (61.5%)	55.4% (53.0%)
2019	68.5% (63.3%)	65.2% (63.7%)	70.2% (60.7%)
2020	65.1% (61.5%)	73.4% (64.2%)	32.4% (58.4%)

Source: 2017-20 data from Nga Kete

Table 3. ITC course completion data per ethnicity

	All ethnicities	Māori	Pasifika	Under-25
Level 3				
2017	80.3% (315)	75.1% (49)	78.8% (172)	83.5% (236)
2018	83.3% (296)	76.8% (61)	82.8% (155)	87.0% (248)
2019	77.1% (249)	71.1% (53)	75.0% (117)	78.5% (201)
2020	78.4% (202)	67.3% (26)	73.7% (85)	81.2% (176)
Level 4				
2017	81.8% (258)	75.3% (28)	82.1% (136)	81.5% (199)
2018	76.2% (184)	59.6% (25)	73.0% (99)	77.7% (143)
2019	78.9% (206)	76.7% (36)	71.2% (108)	80.7% (166)
2020	71.4% (219)	58.3% (34)	61.3% (93)	71.4% (181)
Level 5				
2017	82.8% (90)	66.2% (9)	81.2% (49)	81.4% (65)
2018	71.5% (88)	44.8% (5)	64.6% (44)	66.6% (72)
2019	78.0% (71)	56.8% (2)	80.3% (32)	72.6% (51)
2020	72.8% (58)	33.6% (3)	56.9% (22)	67.5% (48)

Source: 2017-20 data from Nga Kete

Final report

Table 4. ITC international student course completion data

	Level 3 and 4	Level 5
2017	81.10%	95.3%
2018	97.77%	73.16%
2019	94.92%	68.02%
2020	97.54%	95.84%
YTD 2021	86.07%	80.77%

Final report

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[11]*

- *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.*

---

[11] 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). 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/.

Final report

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz