

# Report of External Evaluation and Review

International College of New Zealand  
Limited trading as ICNZ

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 31 July 2013

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# 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:	International College of New Zealand Limited trading as ICNZ
Type:	Private training establishment
Location:	MG Centre, 145 New North Road, Eden Terrace, Auckland
Delivery sites:	As above
First registered:	12 February 2003
Courses currently delivered:	National Diploma in Business (Level 5)
Code of Practice signatory:	Yes
Number of students:	International only: 23  The student population is predominantly Indian and under 25 years of age. There are plans to market to other nationalities.
Number of staff:	Five full-time staff
Scope of active accreditation:	Scope for 12 different programmes but only two offered currently – National Diploma in Business (Level 5) and National Diploma in Business (Level 6)
Distinctive characteristics:	The ICNZ vision is: 'To provide a quality education encompassing a supportive learning environment to transform our students and inspire them to be significant contributors to society'.  ICNZ mission: 'To equip our students with

knowledge, skills and attitudes for a successful career’.

Recent significant changes: The organisation became ICNZ in 2009 after a change of ownership. ICNZ appointed several new staff in 2013 to assist in developing the resources to support their application to NZQA for the Diploma in Business (Level 7).

Previous quality assurance history: At the time of the previous NZQA quality assurance visit, an audit in 2009, ICNZ was still developing its website, course material and assessment material, and reviewing the student handbook and student information, including the student enrolment form. A risk management plan was not available and ICNZ did not have the required promotional material to meet the requirements of the Code of Practice for the Pastoral Care of International Students (Code of Practice).

The auditor concluded that: ‘The policies and procedures in relation to registration could not be fully audited as ICNZ has yet to enrol students and implement its planned diploma programme.’

The National Diploma in Business was first offered in 2010. NZQA moderation results for 2011 and 2012 met the national standard and ICNZ has been exempted from NZQA moderation in 2013.

Other: ICNZ leases premises at the Mahatma Ghandi Centre (MG Centre), home of the Auckland Indian Association which is an Indian community organisation that provides information about the Indian community and holds many events that are open to the public.

## 2. Scope of external evaluation and review

The focus areas selected were the mandatory focus areas of governance, management and strategy and international student support. The programme selected was the National Diploma in Business (Level 5), the only programme with enrolled students at the time of the external evaluation and review.

## 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.*

A team of two evaluators conducted the evaluation over one and a half-days at the provider's premises. The evaluators met with the ICNZ director and pastoral care officer, the chief operating officer, the academic manager, all tutors, the administration officer, 11 graduates and 12 current students, and the local advisory committee. The local advisory committee included two employers of ICNZ graduates, several experienced educationalists, a nutritionist and student representatives.

The evaluation team also sighted a range of documents, including:

- Reports and plans for self-assessment, tutors' evaluative self-assessments, minutes of staff and local advisory committee meetings, the TEO's newsletters
- Student surveys of tutors and programme content, student testimonials, graduate surveys (including destination data)
- The Code of Practice review and the pastoral care record book, the academic record book, staff professional development plans, staff curricula vitae and job descriptions
- Moderation reports, the quality management system, a memorandum of understanding with Unitec Institute of Technology
- Attendance records, the guest book including feedback from parents, the risk management plan, the improvements and changes monitoring register
- A unit standard developed around external evaluation and review that was used for staff professional development.

The team also looked at the WISENET student management system used by both staff and students to track attendance and record achievement progress.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **International College of New Zealand Limited trading as ICNZ**.

Learners at ICNZ gain qualifications at rates above other providers. In 2011, 89 per cent of ICNZ students gained the National Diploma in Business, compared with 82 per cent for Tertiary Education Commission-funded providers of level 5 and 6 courses and 74 per cent for domestic students at these course levels. The average completion rates for level 5 qualifications at institutes of technology and polytechnics was 63 per cent. In 2012, 95 per cent of ICNZ students gained the diploma. The retention rate was 100 per cent in 2011 and 90 per cent in 2012, indicating that ICNZ is providing a learning environment that supports learner achievement.

Graduates are well prepared for the workplace and consistently gain employment related to their course of study. Of 88 per cent of graduates contacted by ICNZ in 2011, 88 per cent were employed in jobs that used the skills and knowledge gained from the diploma programme. Of the 97 per cent of graduates contacted in 2012, 94 per cent were employed in jobs that used the skills and knowledge gained from the diploma programme. This data indicates that ICNZ is fulfilling its mission, 'to equip students with the knowledge, skills and attitudes for a successful career'.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **International College of New Zealand Limited trading as ICNZ**.

Self-assessment is ongoing, comprehensive, authentic, transparent and robust, leads to worthwhile improvements, and is embedded, formally and informally, in the day-to-day operation of the business. This is supported by input from a range of stakeholders including students, staff, the local advisory committee and other providers. ICNZ has comprehensive benchmarking data, both internal and external, that it uses to review learner progress, and ICNZ has established solid processes and practices to support learner outcomes. These practices include employing highly qualified staff and creating a culture of openness that encourages staff and students alike to contribute freely. All stakeholder feedback is valued and different skill sets and experiences are welcomed. ICNZ has a planned and strategic approach to increasing student numbers, including preparing the resources and facilities in advance. ICNZ is an example of a student-centred organisation that is passionate about learning and learners and committed to international students and their aspirations in New Zealand, both work and personal.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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**.

Learners at ICNZ gain qualifications at rates above other providers. In 2011, 89 per cent of ICNZ students gained the National Diploma in Business, compared with 82 per cent for Tertiary Education Commission-funded providers of level 5 and 6 courses and 74 per cent for domestic students at these course levels. The average completion rates for level 5 qualifications at institutes of technology and polytechnics was 63 per cent. In 2012, 95 per cent of ICNZ students gained the diploma. The retention rate was 100 per cent in 2011 and 90 per cent in 2012, indicating that ICNZ is providing a learning environment that supports learner achievement.

Student satisfaction tracked through surveys is very high, with programme satisfaction rated at 99.76 per cent and tutor satisfaction at 99.56 per cent. ICNZ has comprehensive systems for tracking, recording and following up on student attendance, including a student management system that can be accessed by students so they can review their attendance and academic progress. Any student falling behind academically is provided with an individual learning programme. ICNZ staff members understand that the critical factors for student achievement are high rates of attendance and attention to individual student needs. This includes providing a welcoming and supportive learning environment that enables students to seek assistance quickly to better meet their academic goals.

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

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**.

Graduates are well prepared for the workplace and consistently gain employment related to their course of study. Of 88 per cent of graduates contacted by ICNZ in 2011, 88 per cent were employed – 52 per cent in first line management, 19 per cent in customer service, 10 per cent as management trainees, 14 per cent in other roles and 5 per cent in small business management. In 2012, of 97 per cent of

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

graduates contacted, 94 per cent were employed – 29 per cent in first line management, 39 per cent in customer service, 3 per cent as management trainees, 3 per cent in sales, 3 per cent as office assistants, 14 per cent in other roles, 3 per cent in small business management and 6 per cent in administration roles. This data indicates that ICNZ is fulfilling its mission, ‘to equip students with the knowledge, skills and attitudes for a successful career’.

Student work-readiness is increased by assistance to help them prepare curricula vitae, the use of mock interviews and active brokering by staff of employment options for students. For example, an employer in the MG Centre (also on the local advisory committee) introduces students to the New Zealand work context by sharing his business expertise. Another local advisory committee member and employer commented that, ‘I prefer to employ ICNZ graduates because they have a good work ethic, broad skill set, show initiative and have a positive attitude. They also have a wide understanding of New Zealand culture and business practices’.

ICNZ anticipates and responds to change by having a local advisory committee with representatives from the business, education, law and health sectors that is well-informed, passionate and student-centred. The ICNZ management team works in partnership with the local advisory committee to ensure that ICNZ programmes maintain relevance to stakeholders and the community. For example, to better meet employer needs, a unit standard in the diploma programme was substituted for one with greater emphasis on soft skills.

The evaluation team noted that while local advisory committee members have diverse backgrounds, they are committed to ICNZ’s vision and mission statements. There are regular local advisory committee meetings and frequent ongoing contact by phone or email between ICNZ and committee members. The local advisory committee’s contribution to ICNZ’s programme content and direction is highly valued by ICNZ staff and management. Local advisory committee members consider it a privilege to contribute to an organisation that is welcoming, ethical, well managed and encourages open discussion and robust debate.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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**.

ICNZ has a holistic approach to learners that improves their well-being, enhances their abilities and attributes and increases their work-readiness. The processes that lead to this include an open-door policy where a student can approach any staff member for support, and ‘Let it Out’ brainstorming workshops that include students, staff and management. At these workshops, individuals put forward their points of view on any aspect of their experience at ICNZ. This process models open discussion and decision-making which encourages shared ownership of the

organisation and decreases the likelihood of concerns becoming major issues. The evaluation team was impressed by the mature, confident and respectful way in which students listened to each other and discussed ICNZ with the evaluators.

Effective stakeholder and community engagement is encouraged at all levels of the organisation. ICNZ introduces students to the New Zealand way of life through a programme of external speakers. Topics covered include community law, water safety awareness, housing concerns and awareness of celebrations such as Matariki. There is also a health and well-being member on the local advisory committee who speaks to students about nutrition. This is important as most students have never had to look after themselves before and can get into bad eating habits. There is an active alumni to maintain networks, and selected graduates return to the college to speak to students and act as mentors. One of the current mentors received the best student award in 2012 and is also the graduate representative on the local advisory committee.

ICNZ's active ongoing engagement with its stakeholders is supported by comprehensive documentation, such as staff meeting minutes, Let it Out records of actions and local advisory committee meeting decisions. Changes made are tracked, reviewed and informed by ongoing needs analysis. ICNZ plans to extend its markets beyond predominantly Indian students. The challenge for ICNZ will be to develop programmes and activities that match the needs of these new student groups.

#### 1.4 How effective is the teaching?

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**.

Learning environments at ICNZ are inclusive and planned and structured for the benefit and needs of learners. Learners also have opportunities to apply knowledge and skills in a variety of contexts. ICNZ minimises barriers to learning by holding classes on two days (8am-6pm) rather than spread over four shorter days. This enables students to more easily work the 20 hours permitted in their visa, while continuing to study. It also introduces them to the New Zealand work context and provides real-life business experiences in the workplace that students can relate to classroom theory.

Recruitment and development of staff is effective and resources are allocated to support learning, teaching and research. ICNZ staff members are highly qualified, with one currently working towards a doctoral qualification. All staff members engage in regular professional development and were clear about the purpose of this development and where it fitted into the overall ICNZ vision and mission. The applied learning focus puts an emphasis on activities that assist students with the transition to work, such as curriculum vitae preparation, mock interview practice and writing cover letters. These are supplemented by the skills matrix staff

members have developed that identifies the transferable skills embedded in the unit standards that make up the diploma. The matrix is used in the teaching and learning process to demonstrate the links between the content of the individual unit standards.

Staff members are valued and value each other's strengths and the different skill sets and experience each brings to the organisation. The evaluation team noted the collegiality, respect and warmth of the staff group to each other. One staff member described working at ICNZ as, 'the first workplace I've been where my experience and viewpoint is genuinely welcomed. I leave each day motivated and energised!'

Teachers and learners relate effectively to one another. Unconditional positive regard is extended to all stakeholders, including the students. It is underscored by a culture of robust discussion where alternative points of view are welcomed and used to ensure all aspects of an issue are addressed prior to decision-making. At weekly staff meetings tutors undertake pre- and post-moderation of teaching materials and assessments and discuss student progress. In addition, staff share ideas and discuss student progress informally on a day-to-day basis.

The students interviewed by the evaluation team and the evaluations sighted were very positive and included comments such as: 'tutors explain clearly', 'tutors give extra help if required', 'tutors give one-to-one feedback on assessments', and 'I know what tutors expect of me at all times'. Self-assessment is integrated into all aspects of teaching at ICNZ. It is ongoing, comprehensive, understood and participated in by all staff, to the extent that the staff developed a unit standard around analysing the key evaluation questions and all staff were required to complete the standard as part of professional development.

## 1.5 How well are learners guided and supported?

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**.

ICNZ students are all international students and all staff at ICNZ take responsibility for their guidance and support. They do this by being accessible and contactable at all times, either face to face or by email or text. A family approach, 'A home away from home', helps transition students from their family of origin to the ICNZ family and then to the wider work community. This individualised approach is considered essential to meet the requirements of the Code of Practice and to fulfil the ICNZ vision. Regular reviews of the Code of Practice are undertaken and the most recent review resulted in changes being made to the student application form.

IELTS (International English Language Testing System) entry criteria are strictly adhered to with a requirement of IELTS 5.5 overall and no lower than 5.0 on any measure. Induction is comprehensive and includes a four-hour, one-to-one

meeting with every student to complement the information already held about the student and to discuss the student's goals. Most students come from a protected home environment and need to transition to the New Zealand context. The majority of students are aiming for permanent residence in New Zealand, so it is vital that they understand New Zealand culture and expectations.

ICNZ understands the relationship between regular attendance and student success and monitors attendance twice daily. Students are aware of the importance of attendance and that regular attendance is required to complete the programme satisfactorily. If attendance is 100 per cent, the students is awarded a certificate of attendance. Non-attendance is followed up immediately by phone or text, as staff members are genuinely concerned about the reasons behind non-attendance. An initially intensive level of support is balanced by staff encouraging students to become increasingly independent. An example of this is the student management system where students can log in and track their attendance and review their unit standard completion rates. Staff members observe students closely to pick up any early signs of concerns. If concerns are noted, staff are proactive and approach students sensitively and appropriately. Comprehensive records are kept of all these interactions and outcomes in a pastoral care book which staff can readily access. There is also a suggestion box in each classroom where students can deposit ideas or suggest improvements. There are regular meetings where ideas put in the suggestion box are discussed by management, staff and students. Decisions about any appropriate actions are initiated.

Graduates are counselled to use their qualification for a job that uses the skills, knowledge and attitudes they have developed while studying for the diploma. They are encouraged to 'keep trying' if they are having difficulty getting appropriate work. Evaluation team interviews with graduates and current students confirmed that the students are polite, confident and readily ask questions with minimal prompting. Students attributed this confidence to the support and encouragement received at the college.

When ICNZ extends the range of student cultures at the school, it will employ staff that reflect these cultures to ensure students have a same-language speaker available to them. The challenge for ICNZ will be to maintain the level and quality of pastoral care currently offered as the number and diversity of student backgrounds change.

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

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 purpose and direction of ICNZ are encompassed in its vision and mission statement which is well understood and passionately embraced by staff. Staff and

management are student-centred. The owner/director has an effective leadership style that is decisive, consultative and involves genuine collaboration with all stakeholders, including students and other private providers. He has extensive business links and associations both within the Indian business community and beyond, which he uses to assist students with employment options.

ICNZ has gradually and systematically built up resources, facilities, systems and processes to ensure a solid foundation before increasing student numbers. The organisation projects numbers to grow from the current 23 students in 2013 to 60 students in 2014 and 120 students in 2015. By then, ICNZ plans to be offering business qualifications at levels 5, 6 and 7. The facilities for this planned future growth are already available at the current ICNZ site. Future planning also includes a memorandum of understanding with Unitec, where students can apply for cross-credits from the diploma qualification to a degree programme.

There is a flat management structure and regular informal checking among staff about students' learning needs, pastoral care requirements and academic progress. The organisation employs staff with postgraduate qualifications and has a strengths-based approach that ensures staff expertise is effectively utilised. The open and inclusive culture at ICNZ encourages collaboration among all staff and has allowed new staff to fit in quickly and become an important and effective part of the team.

Student feedback is encouraged at all times. There are three student representatives on the local advisory committee – one graduate and two current students. This representation gives students the opportunity to observe and participate in business processes and procedures first-hand. It also allows student issues to be conveyed directly to and from the local advisory committee. Resource allocation for students is generous. For example, ICNZ pays for all student printing costs and is improving the available online technology to support student learning. These initiatives are a good use of money as they generate goodwill and enhance the learning experience.

ICNZ understands student achievement by internal and external benchmarking with other private training establishments and with Tertiary Education Commission targets. NZQA's external evaluation and review was welcomed as an opportunity to gain further stakeholder input into ICNZ processes and to provide a national point of comparison for ICNZ across the sector.

## 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 **Excellent**.

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

### 2.2 Focus area: International student support

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

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

### 2.3 Focus area: Diploma in Business (Level 5)

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

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

# 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](http://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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