



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

New Zealand Tertiary College Limited

Date of report: 18 October 2022

About New Zealand Tertiary College

New Zealand Tertiary College (NZTC) provides early childhood education and health and wellbeing programmes to onshore and offshore students. Programmes offered range from levels 4-9 on the New Zealand Qualifications Framework (NZQF).

Type of organisation:	Private training establishment (PTE)
Location:	Level 2, 1 Marewa Road, Greenlane, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: 2,502 equivalent full-time students; Māori 7.5 per cent and Pasifika 5.5 per cent; International: 1,147 ¹ equivalent full-time students
Number of staff:	Full-time: 82; part-time: 28
TEO profile:	New Zealand Tertiary College
Last EER outcome:	At the previous EER, conducted on 10 July 2018, NZQA was Highly Confident in NZTC's educational performance and Highly Confident in the PTE's capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Health and Wellbeing programmes – New Zealand Certificate in Health and Wellbeing (Level 2) Programme (I.D 124175) [Ref: 2649]; New Zealand Certificate in Health and Wellbeing (Level 3) Health Assistance Strand Programme (I.D 120024) [Ref: 2470]• International students: support and wellbeing• New Zealand Diploma in Early Childhood Education & Care (Level 5) Programme (I.D 122016) [Ref:2851]
MoE number:	8619
NZQA reference:	C50785
Dates of EER visit:	Virtual, 30 August-2 September 2022

¹ Enrolment, EFTS and staff data is from 2021.

Summary of results

NZTC continues to deliver quality early childhood teacher education and health and wellbeing programmes that enable positive outcomes for learners and relevant stakeholders in sectors with critical shortages of qualified staff. A comprehensive self-assessment framework serves to guide and support leadership decisions that benefit students and staff.

Highly Confident in educational performance

- Student achievement rates are high across all focus areas. Outcomes are also highly positive. Ongoing and annual review by management continues to consolidate areas for improvement and build on existing strong performance.
- Governance and management oversight supports student achievement. Decision-making by highly experienced, future-focused leadership has ensured that educational performance continues to be strong.

Highly Confident in capability in self-assessment

- There is significant expertise held within both internal and external stakeholder groups that contributes to the knowledge base of NZTC.
- Systems and processes around the gathering and use of data to understand and improve performance continue to be refined.
- Sector input to programme delivery, design and review is authentic and ongoing and ensures currency of the qualifications.
- Academic and pastoral support is proactive; interventions are timely and contribute to course completions.
- Well-qualified staff are highly valued by the organisation. Research capability and professional development are actively encouraged.

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- Compliance accountabilities are managed well. Effective processes support internal and external compliance requirements.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students acquire professional and practical skills relevant to their context.</p> <p>Achievement rates are strong across all the focus areas (see tables in Appendix 1). Māori and Pasifika achievement has been mostly on par with overall results. Although their enrolment numbers are generally low, there are strategies already in play to improve Māori and Pasifika performance further.</p> <p>The educational performance indicators for course completion and first year retention are used as performance measures by NZTC. Benchmarking against these TEC³ standards mostly exceeds PTE⁴ sector medians, in many cases significantly.</p> <p>As another measure of educational performance, 92 per cent of Early Childhood Education (ECE) students surveyed in 2021 said they developed their te reo Māori awareness, skills and abilities during their programme of study. NZTC is currently creating a competency test for ECE students to formalise this proficiency gain.</p> <p>NZTC has a comprehensive self-assessment framework, with a sound system of collecting and presenting data, which makes statistics explicit and easy to follow. Data analysis includes and aggregates student achievement by cohort, age and ethnicity. Tracking and monitoring of results is systematic and has robust quality assurance oversight. External moderation results and NZQA programme monitoring reports support assessment decisions and staff capability. Academic support and interventions support learners to reach educational milestones.</p>

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 Tertiary Education Commission

⁴ Private training establishment

	<p>The PTE's quality assurance framework informs highly competent staff to evaluate their students' successes and address gaps in knowledge. This advises staff on how best to foster excellence in high-performing students, and support those in need of additional support to succeed.</p> <p>There has been no change in strong student performance results since the move to online delivery, or since the large increase in student numbers (52 per cent since the last EER). This indicates a mature and effective system of planning and self-assessment.</p>
Conclusion:	<p>Achievement rates are highly positive for all students. Strategies to ensure successful performance are effective and constantly being improved. Data analysis accurately reports achievement, and this knowledge guides all staff.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students, employers and communities gain significant outcomes from the learning. Graduates contribute towards easing labour shortages in key areas of skill shortage, and in doing so offer relevant stakeholders the skills and attributes required by the workplace. There is value added for graduates already employed: building confidence and an insight into the theory that underpins their practice.</p> <p>There is also the possibility of a pathway into higher-level education. At least 50 per cent of graduates from the three focus areas take this option, generally with positive outcomes.</p> <p>When benchmarked against TEC indicators of national standards, NZTC's employment and higher study outcomes for graduates outperform all age brackets in the national averages.</p> <p>NZTC is proactive in ensuring that its programmes retain relevance to stakeholder needs. There is well-evidenced consultation with schools, staff and sector experts. In the Initial Teaching Education programmes, this process is tracked and used to observe improvements or clarify areas for further development. In the health and wellbeing focus area</p>

	<p>programmes, NZTC contributes to sector professional development and disseminating knowledge through newsletters to their large number of health care providers.</p> <p>NZTC is currently implementing a Māori and Pasifika action plan that includes establishing a working group, to create authentic and ongoing relationships with iwi and Pasifika groups and broaden the scope of academic oversight. This initiative better reflects the size and capability of NZTC.</p> <p>Self-assessment information is reliable, ongoing and effectively captures data and feedback. Well-connected sector expert members of the PTE's advisory committees report to and guide the organisation's steering committee.</p> <p>NZTC conducts annual surveys of graduates across programmes levels (2-7). The scope of the survey methodology in gathering representative information, and evidence of its usefulness in informing programme design and delivery, is clearly presented.</p>
Conclusion:	Programme delivery and design guides students to successful outcomes. Stakeholder input is authentic and wide-ranging in its scope, and the engagement benefits both NZTC and industry.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The PTE's academic board, advisory committees, steering committees and working groups meet regularly, and their input is clearly outlined and documented. These key organisational roles serve to gather feedback from a wide range of networks, guiding and supporting programme development and design.</p> <p>Lecturing staff are well qualified, represent diverse cultural backgrounds, and are required to participate in research. The 2020 NZQA programme monitoring report (for the level 5 ECE programme) contains positive comments on the research capability of staff in ensuring consistency and validity of assessment, materials and decisions. Staff also use information gathered from pilot studies and student feedback to improve</p>

	<p>programme delivery, clarify assessments, and support teaching and learning requirements.</p> <p>Academic content is clearly linked to the learning outcomes throughout the programmes, and the learning outcomes underpin the tasks that make up the relevant assessments. There is a clear process around managing assessments and feedback which supports improved outcomes for students.</p> <p>Robust systems of internal moderation improve the quality assurance of assessments. Evidence includes improved achievement rates through clarifying assessment language and requirements. Exemplars support assessment decisions.</p> <p>NZTC provides students and stakeholders with a wide range of easily accessible and interactive resources. Programme content includes research articles from lecturers, and contributions are extended to students. In addition, the NZTC academic journal, He Kupu, with its large global audience, provides a valuable contribution to ECE literature. The NZTC website houses He Taonga, a te reo workbook designed to support students and ECE schools. NZTC provides an associate teacher website, to ensure that they and their schools have access to NZTC professional development resources.</p> <p>The wide range of modes of programme delivery offer students with differing needs and education backgrounds the opportunity to gain a valuable qualification. The health and wellbeing programmes are applicable to a broad range of healthcare settings. The Initial Teaching Education programme provides a globally accepted curriculum to offshore students.</p> <p>Reporting to internal and external quality assurance bodies is regular and thorough. Annual performance and evaluation reviews, the annual Teaching Council reports, internal and external moderation reports and monitor reports all serve to inform and guide management decisions.</p>
<p>Conclusion:</p>	<p>NZTC is delivering high value programmes that effectively link components of theory and practice for stakeholders and students. Research and strong self-assessment systems underpin ongoing improvements.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZTC's learning platform, NZTC Online, offers students an easily navigable website and support system to guide and inform them. Initial assessments encourage good uptake of academic support applications, for example an academic integrity course, and orientation to discussion forums and chat rooms.</p> <p>The move to online has enabled a whole-of-organisation approach to support and inclusion. Barriers to participation are mitigated by the programme design and delivery. In 2021, NZTC conducted a self-assessment exercise for the advisory committee which demonstrated that there was student equity in its entry and selection process.</p> <p>Participation in Korero Talanoa monthly support sessions has increased since the move to online delivery. To support new Māori and Pasifika students further, pastoral check-in phone calls are improving connection and resolving teething problems quickly.</p> <p>NZTC seeks and is highly responsive to student feedback. Following the response from the 2018 student survey, the turnaround time of marked assessments improved, with 97 per cent of respondents to the 2021 survey indicating that they received their marked assessments in line with the PTE's assessment policy. Positive connection with students is supported by surveys after each assessment, and a personalised call follows any resubmit or failed submission. Māori and Pasifika students have been prioritised for assessment turnaround.</p> <p>There has been a smooth transition to the new Code of Practice 2021. Annual gap analysis undertaken by well-informed and experienced staff ensures that policies are observed, processes are improved, and reporting and response of student pastoral care needs is routine and detailed. Pastoral care staff numbers have grown since the last EER, and NZTC invests in ensuring that all new staff and each student are well inducted into the Code.</p>

Conclusion:	NZTC has a culture of proactive management and early intervention which ensures students are well supported in their learning journey.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZTC governance and management regularly review student and staff performance measures, to ensure that expected outcomes are being achieved. Operational and academic rigour is guided and supported by the PTE's advisory committees and working groups. Meetings are well prepared, minutes are taken and actions to be met are allocated and reviewed for completion. The scope of data analysis allows for early identification of trends or changes, and this enables a nimble response from key staff. NZTC was already well versed in delivering quality education online, hence the move to solely online delivery during the Covid-19 pandemic was managed seamlessly.</p> <p>Staff and student survey results indicate that the shift to online has improved accessibility and that student wellbeing has benefited. As mentioned earlier, there has been further investment in pastoral care staff, and this has supported the growth in student numbers.</p> <p>The values of NZTC are well embedded across the organisation, and staff acknowledge these values and recognise their presence in the workplace. Staff are actively encouraged and supported in areas of professional development which add to the currency and rigour of programme content and delivery. Annual staff appraisal is thorough and all performance indicators (e.g. moderation results) and student survey feedback contribute to the overall appraisal.</p> <p>NZTC actively seeks stakeholder engagement and in turn contributes to industry. Information and knowledge exchange is well evidenced and strengthens programme delivery and the pastoral care of students.</p> <p>There is a process of continuous self-improvement through self-assessment activities. An example is the investment in pilot</p>

	schemes and their subsequent analysis that leads to improvements in quality assurance processes. The field practice quality assurance process ensures there is consistency in the assessment of professional experience placements.
Conclusion:	Organisational academic leadership and governance is exemplary. Effective processes measure and improve the organisation's educational performance and outcomes.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Responsibility for compliance is overseen by the general manager and the chief executive who report to the governance board of UP Education.⁵ A range of processes is used and tracked to ensure that compliance with regulatory bodies is well maintained. Senior management meet regularly to discuss all compliance obligations, and a record of the functions performed is uploaded after each meeting.</p> <p>An annual meeting of the registry team discusses results from an annual internal audit relating to any queries in SDR⁶ reporting and issues regarding plagiarism and grade appeals (all very low in occurrence).</p> <p>NZTC undertook a full review of its quality management system in 2022, to ensure it was in line with Covid-19 requirements. Other quality assurance processes completed in 2022 were the review of the Disability Action Plan, and Teaching Council of Aotearoa New Zealand's Initial Teaching Education programme approval, monitoring and review requirements.</p> <p>Code of Practice attestation and other documents required by NZQA have been submitted without issue. There is a clear process that supports the management of education agents for</p>

⁵ In 2020, NZTC was acquired by UP Education; there were no changes to the college mission, values and purpose and direction.

⁶ Single data return

	<p>international students; a review of 40 international student files by the evaluation team revealed no issues.</p> <p>The TEC audit in 2020 was positive, and the learning hours per programme and per student were endorsed as being accurate.</p> <p>The importance of compliance and how best to manage this responsibility is well understood by all staff, and files sampled met NZQA rules and Code requirements.</p>
<p>Conclusion:</p>	<p>Compliance accountabilities are well managed and systematically reviewed across all levels of the organisation.</p>

Focus areas

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

2.1 Focus area: Health and Wellbeing programmes – New Zealand Certificate in Health and Wellbeing (Level 2); New Zealand Certificate in Health and Wellbeing (Level 3) Health Assistance Strand Programme

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: International students: support and wellbeing

Performance:	Excellent
Self-assessment:	Excellent

2.3 Focus area: Focus area: New Zealand Diploma in Early Childhood Education & Care (Level 5)

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.

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 1

Educational Performance Indicators

EPIs are calculated as per TEC and Ngā Kete methodologies. First year retention is not used as an EPI as it can only be used for multi-year programs.

Table 1. New Zealand Certificate in Health and Wellbeing (Level 2)
Cohort-based qualification completion rate

Overall	2019	2020	2021
Cohort-based qualification completion rate (%)	85.54 %	87.10%	85.22 %
Completed the qualification (EFTS)	13.84	44.15	33.43
Total EFTS enrolled	16.18	50.69	39.23
Ethnicity (Māori)	2019	2020	2021
Cohort-based qualification completion rate (%)	82.40 %	75.67%	74.44 %
Completed the qualification (EFTS)	1.92	4.54	2.58
Total EFTS enrolled	2.33	6.00	3.42
Ethnicity (Pasifika)	2019	2020	2021
Cohort-based qualification completion rate (%)	95.67 %	100 %	77.09 %
Completed the qualification (EFTS)	0.88	2.96	1.38
Total EFTS enrolled	0.92	2.96	1.79

Table 2. New Zealand Diploma in Early Childhood Education (Level 5)
Cohort-based qualification completion rate

Overall	2018	2019	2020
Cohort-based qualification completion rate (%)	86.73 %	87.18%	86.03%
Completed the qualification (EFTS)	159.375	191.25	188.625
Total EFTS enrolled	183.75	219.37	219.25
Ethnicity (Māori)	2018	2019	2020
Cohort-based qualification	54.90 %	70.14%	70.18 %

Final

completion rate (%)			
Completed the qualification (EFTS)	7	11.75	10
Total EFTS enrolled	12.75	16.75	14.25
Ethnicity (Pasifika)	2018	2019	2020
Cohort-based qualification completion rate (%)	73.33 %	76.67%	74.42 %
Completed the qualification (EFTS)	2.75	2.875	8.00
Total EFTS enrolled	3.75	3.75	10.75

**Table 3. New Zealand Certificate in Health and Wellbeing (Level 3) – Health Assistance Strand
Cohort-based qualification completion rate**

Overall	2019	2020	2021
Cohort-based qualification completion rate (%)	89.55%	89.09%	90.88 %
Completed the qualification (EFTS)	67.41	126.20	203.75
Total EFTS enrolled	75.28	141.66	224.19
Ethnicity (Māori)	2019	2020	2021
Cohort-based qualification completion rate (%)	60.97 %	68.78 %	71.28 %
Completed the qualification (EFTS)	3.28	8.57	6.80
Total EFTS enrolled	5.38	12.46	9.54
Ethnicity (Pasifika)	2019	2020	2021
Cohort-based qualification completion rate (%)	80.58%	89.32 %	90.87 %
Completed the qualification (EFTS)	6.97	12.21	11.44
Total EFTS enrolled	8.65	13.67	12.59

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 fraud⁷*
- *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.*

⁷ 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/>.

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Final