



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

**QUALIFY FOR THE FUTURE WORLD**  
**KIA NOHO TAKATŪ KI TŌ ĀMUA AO!**

# Report of External Evaluation and Review

New Zealand School of Tourism  
Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 11 April 2018

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	5
3. Conduct of external evaluation and review.....	6
Summary of Results .....	8
Findings .....	10
Recommendations .....	21
Appendix .....	22

MoE Number: 8640

NZQA Reference: C26414

Date of EER visit: 29 and 30 November, 1 December 2017

# 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:	New Zealand School of Tourism Limited (NZST)
Type:	Private training establishment (PTE)
First registered:	18 April 2013
Location:	766 River Road, Hamilton
Delivery sites:	Dunedin, Christchurch, Wellington, Rotorua, Hamilton, Auckland (Queen Street and Auckland Airport)
Courses currently delivered:	New Zealand Certificate in Tourism (Level 2) (Introductory Skills) New Zealand Certificate in Hospitality (Level 2) New Zealand Certificate in Tourism (with strands in Tourism, Travel and Aviation) (Level 3) New Zealand Certificate in Tourism (with strands in Tourism, Hotel and Airline Operations, Tourism, Airline and Flight Attending, and Tourism, Hotel and Conference/Events) (Level 4) New Zealand Certificate in Aviation (Flight Attending) (Level 4) New Zealand Diploma in Tourism and Travel (Level 5)
Code of Practice signatory:	Yes

Number of students:	<p>Domestic: 1,429 – 46.5 per cent European/Pakeha; 26.4 per cent New Zealand Māori; 27.3 per cent Pasifika</p> <p>International: 98 students in 2016 and 150 in 2017</p>
Number of staff:	98 full-time equivalents and 19 part-time staff as at January 2017
Scope of active accreditation:	<p>This provider has a large scope of accreditations, including subfields and domains of unit standards up to level 5, covering a wide variety of vocational and generic skills.</p> <p>For a full list of accreditations and consents to assess go to:</p> <p><a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=864026001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=864026001</a></p>
Distinctive characteristics:	NZST is a New Zealand-based PTE specialising in vocational training for the travel, tourism, aviation and hospitality industries. The PTE's core purpose is to facilitate vocational programmes linked to the wider tourism industry; and mentoring and guiding learners into work.
Recent significant changes:	<p>In 2015, NZST was created from Sir George Seymour and Travel Careers and Training Ltd and sold to the Academic Colleges Group (ACG), becoming the fourth PTE in ACG's vocational division, collectively branded as the New Education Group. The chief executive of NZST has remained in the role, as did other members of the NZST governance and management group.</p> <p>In July 2017, NZST took over the management of two new PTEs purchased by ACG: Cut Above Academy and Elite International School of Beauty and Spa Therapies. At the time of the evaluation Elite and Cut Above was still operating under their own MoE numbers and therefore did not form a part of this evaluation.</p>
Previous quality assurance history:	<p><b>External evaluation and review</b></p> <p>NZST was quality assured by external evaluation and review (EER) in February 2014 as Sir George Seymour College and Travel Careers and Training</p>

Ltd. NZQA was Highly Confident in the educational performance and Highly Confident in the capability in self-assessment of these organisations.

**Tertiary assessment and moderation**

From 2014 to 2016, NZQA externally moderated assessment samples for standards from the following moderation systems: Accounting; Adult Education; Adult Literacy and Numeracy; Business and Management; Communication Skills (4-6) and Core Skills. The results for 2016 showed one of the four standards moderated did not meet NZQA moderation requirements.

**Consistency reviews**

NZST participated in three consistency reviews in 2016 and the graduates were deemed to have met the graduate profile in all three reviews: New Zealand Certificate in Tourism (Level 2) (Introductory Skills)/New Zealand Certificate in Hospitality (Level 2); New Zealand Certificate in Tourism (Level 4); New Zealand Diploma in Tourism and Travel (Level 5).

## 2. Scope of external evaluation and review

The scope of the EER included:

Focus area	Rationale
International students: support and wellbeing	<p>NZQA is committed to the responsible development and delivery of education to international students. In August 2016, NZQA introduced a standard focus area for all EERs of TEOs that enrol international students. This focus area examined how effectively the TEO under review is discharging its pastoral care responsibilities towards its international students.</p> <p>Only a small percentage of NZST's students are internationals. The majority are based in Auckland but are growing in number.</p>

New Zealand Certificate in Tourism (Level 4)	The second biggest programme for NZST. At the time of the EER, over 850 students were enrolled in this programme.  Students can enrol in one of three programmes which all lead to the same qualification.
New Zealand Diploma in Travel and Tourism (Level 5)	Level 5 is the highest qualification currently offered by NZST. Most level 5 students have come through from level 4. The diploma is also an area of growth for NZST (in 2014 there were 117 level 5 students; in 2017 there are 480 students).

These programmes selected provided sufficient breadth and depth to reach evaluative conclusions about the whole organisation.

### 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.*

The EER was conducted over three days by two evaluators visiting three sites: Auckland Airport campus, Auckland Queen Street campus and Hamilton campus (Ward Street). The evaluators started the inquiry at NZST head office in Hamilton. Interviews were conducted with:

- NZST chief executive officer and members of the executive team (five) and the stakeholder development manager
- Five campus managers, three heads of training and two sales executives
- 13 teaching staff
- 17 students (plus six international students who were randomly selected from the attendance sheet)
- Over 21 external stakeholders from local travel and tourism organisations and social service providers.

NZST provided a comprehensive self-assessment summary. This was complemented with a range of additional evidence relating to student achievement

by programme and campus; staff files; student files (international students); internal reports; course material; snapshots of information relating to student support; and policies relating to assessment, moderation and teaching.

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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>1</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.*

---

<sup>1</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.

# Summary of Results

## Statement of confidence on educational performance and capability in self-assessment

NZQA is **Highly Confident** in the educational performance and **Highly Confident** in the capability in self-assessment of **New Zealand School of Tourism Limited**.

Since the previous EER, NZST has continued to perform well. There is clear and comprehensive evidence that NZST is meeting the most important needs of key stakeholders as reflected in strong outcomes including:

- Course completion and qualification rates that are consistently over 90 per cent.
- Gaining work in relevant industries; and/or continuing further study at a higher level (consistently over 80 per cent).
- The achievement and support of priority groups (Māori, Pasifika and under-25-year-olds). Any issues of parity are identified and improvements put in place.
- Graduates who are well prepared to enter the industry. In particular, they have developed the softs skills and attributes highly valued by industry including confidence, personal grooming, initiative, reliability, a positive attitude and customer service skills.

There was also clear evidence of highly effective processes contributing to these outcomes including:

- Governance and management processes that support effective monitoring of student achievement, student outcomes, organisational strategy and innovation, compliance, change management, and development of staff.
- Systems and processes for gathering feedback from stakeholders (students, graduates, industry, employers) to make improvements that result in improved outcomes for students. This is most evident in initiatives such as Fishbowl<sup>2</sup>, job fairs and internships which have continued to evolve since the last EER to better meet stakeholder needs.
- Support systems and processes to ensure domestic and international students' needs are identified, understood and met by NZST or in collaboration with other social service agencies.

NZST is constantly adapting and improving its processes to ensure it is meeting the needs of stakeholders, and remains viable and sustainable in a competitive

---

<sup>2</sup> A student database employment tool that matches student job preferences with jobs as they become available.

industry, while also staying true to its core purpose and values. Since the last EER, NZST has maintained the usual self-assessment activities – student, staff, stakeholder surveys; programme reviews; moderation; structured tutor observations; annual campus self-review reports (referred to as portraits); internal audits, etc – as well as one-off self-assessment projects to respond to specific issues that arise from a robust analysis of a range of data. Self-assessment is coherent and effective and used to make changes that lead to modifications to processes and improvements for students. As an organisation, NZST is constantly building staff capability in self-assessment through continuous improvement projects led by management and through ongoing in-house training.

# Findings<sup>3</sup>

## 1.1 How well do students 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**.

NZST students achieve well. Over 90 per cent of students completed their qualification on average each year since 2014 (Table 1). NZST benchmarks its achievement against sector medians and providers of similar programmes. In addition, students also have the opportunity to develop their skills further and achieve extra certifications depending on their course of study. These results are validated by quality assessment as evidenced through internal and external moderation.

**Table 1. NZST Completion and qualification data, 2014-2016**

Year	Course completion	Qualification completion
2014		
NZST	94%	98%
Median*	86%	82%
2015		
NZST	92%	92%
Median*	82%	78%
2016		
NZST	91%	93%
Median*	89%	74%

Source: NZST/EPI Tertiary Education Performance Data

\*Student Achievement Component level 3 and up

NZST filters its student management system to analyse student achievement data by programme, campus and priority groups (Māori and Pasifika), as well as international students, to monitor progress, identify any anomalies and plan areas for improvement. An example of a self-assessment initiative as a result of monitoring achievement data is the Māori parity project currently led by a campus manager. This project has been ongoing since the last EER. NZST found noticeable disparities in completion and progression rates for Māori learners compared with learners overall. For example, in level 2 programmes there was a

---

<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

14 per cent disparity and in level 5 programmes a 10 per cent disparity in achievement (Table 2).

NZST has relaunched its focus on Māori parity, supplementing existing initiatives with an intensive inquiry into Māori achievement data; reviewing research relating to Māori learner success; interviewing current and past Māori learners about barriers to their learning; and interviewing staff. A number of actions are planned for 2018 to build on the improvements made to date to achieve parity of achievement between Māori and non-Māori at NZST across all programmes.

**Table 2. NZST qualification completions, 2014-2016 for focus areas**

<b>Year</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Level 4			
All	88%	86%	95%
Māori	91%	90%	93%
Pasifika	78%	80%	95%
Level 5			
All	88%	90%	81%
Māori	88%	88%	71%
Pasifika	88%	91%	70%
Internationals	77%	81%	92%

Source: NZST

To date, the qualification and employment outcomes in most cases have been similar for all students. NZST has a strategic priority to enhance the soft-skills of students and ultimately ensure they are 'work ready/world ready'. NZST has robust self-assessment evidence to validate how they know students are attaining a range of soft skills and work-ready skills including confidence, leadership in the workplace, and problem-solving as a result of their learning at NZST. This evidence was further validated by students, graduates and stakeholders the evaluation team met with.

NZST also has a good understanding of withdrawal data and reasons for why students leave. Through its own self-assessment NZST has identified that the percentage of withdrawals over the past three years has increased from 4.4 per cent in 2014 to 8.7 per cent in 2016. A self-assessment project to better understand withdrawals is underway.

NZST has an effective system for monitoring student achievement which includes campus managers monitoring achievement weekly, the executive management team monitoring achievement at their six-weekly meetings, and an annual review of achievement data as part of organisational self-assessment (refer 1.5).

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

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

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

NZST is clear about the outcomes most valued by stakeholders and has effective systems of knowing to what extent it is meeting those outcomes. Understanding of valued outcomes is established through feedback from students while they are on the course; and from initiatives to support students to clarify their next employment steps (including Fishbowl, job fairs and internships); through to follow-up with graduates to establish and measure the value of the outcomes.

NZST's outcomes data includes relevant employment and further study. This shows that over 80 per cent of graduates gain related industry employment or go on to further study (Table 3). There has been an increase in some outcomes since the previous EER and also in the focus areas (Table 4). NZST has a well-documented pattern of performance year-on-year of graduate outcomes to show how well it is meeting its own internal target.<sup>4</sup> International students were also sought after by employers, given their ability to speak more than one language. Similar to domestic students, internationals are supported to graduate into employment locally or nationally depending on their personal and family aspirations and the requirements of their visa.

**Table 3. NZST preferred outcomes 2014-2016**

All programmes	2014	2015	2016
a) Related industry employment	28%	23%	22%
b) Further study	55%	63%	62%
<b>Preferred* successful outcome (a+b)</b>	<b>83%</b>	<b>86%</b>	<b>84%</b>

\*Does not include employment outcomes into unrelated industries. Source: NZST.

---

<sup>4</sup> Currently the internal target is that 80 per cent (previously 60 per cent) of students graduate to industry employment or higher learning. Some campuses have set themselves a stretch target of 90 per cent.

**Table 4. NZST preferred outcomes by focus area 2014-2016**

<b>Outcomes by focus area</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Level 4			
Related employment	40%	22%	33%
Further training (higher level)	36%	47%	54%
<b>Overall outcome</b>	<b>76%</b>	<b>69%</b>	<b>87%</b>
Level 5			
Related employment	70%	86%	92%
Further training (higher level)	7%	3%	0
<b>Overall outcome</b>	<b>77%</b>	<b>89%</b>	<b>92%</b>

Source: NZST

NZST has identified areas to improve graduate outcomes as a result of systematic self-assessment inquiry. For example, one campus was consistently performing lower than the internal benchmark. Further inquiry identified a number of barriers affecting graduate success (that is, limited local job opportunities and absenteeism not managed). This resulted in another management-led project to identify and trial a range of initiatives to lift performance which included improving attendance, progressing students to level 5 to improve their employment opportunities, and helping graduating students into employment opportunities outside the region. As a result, graduate success for the campus concerned improved from 77 per cent in 2014 to 91 per cent in 2015 and 94 per cent in 2016.

Other valued outcomes include the following.

- Gaining relevant skills and experience (work-ready)

Stakeholders confirmed that NZST graduates are confident, with a good understanding of the tourism industry to enable them to do their job well. They also confirmed that graduates are well groomed and reliable. They understand basic employee procedures, they have a positive attitude and, most importantly, are customer-centric. Graduates also recognised that their own soft skills had developed as a result of the programme including their confidence, self-esteem, time management and communication skills, leadership and ability to problem-solve situations involving customers. NZST also self-assesses soft skills and work-readiness through graduate surveys. The programme is well matched to meet the needs of students and valued outcomes (refer 1.3).

- Further study (at a higher level)

NZST has robust data to show progression of students to further study within NZST. The majority of level 4 and 5 students were existing NZST students, some of whom started at NZST at level 2. NZST has also reached out to past students who have not completed their course of study, or have not gone into employment or a related industry, and invited them to complete their programme fee-free. Over 100 students were contacted who did not complete level 3 and asked if they wanted to

return. Of those students contacted, 12 returned and were supported with individual support plans to help them achieve; eight are on track to complete. At the time of the EER these students were on track to complete; however, confirmed results will not be available until 2018.

Level 4 graduates who are not currently employed or in further training were also contacted by NZST. Twenty-two students returned and are currently enrolled on level 5 fee-free. Confirmed results will be available 2018. These are positive initiatives benefiting students, NZST and the industry.

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

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

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

NZST programmes are well designed and delivered effectively, characterised by:

- Integrated experiences including study tours (currently twice a year) which enable students to experience a diverse range of tourism and hospitality providers; job fairs (structured opportunities to be interviewed by employers looking for employees) and internships at level 5 to a range of local, national and international<sup>5</sup> locations (including Disneyworld, USA, Hamilton Island, Australia, and Broadmoor Resort, USA). International students expressed concern that some of the internships were not available to them.<sup>6</sup>
- Excellent resources for students to develop applied skills and confidence, in particular for level 4 airline and flight attending students. Flight attending students completing practical learning have access to the Boeing 747 fuselage at the Auckland Airport campus; a training room with a mock-up of a plane cabin including donated airline passenger seats, food trolleys and other equipment to provide students with an authentic work experience.
- Embedded work-ready skills in the learning modules that encourage role-plays, teamwork and effective communication. Personal presentation is a priority and all students are required to purchase and wear a training uniform every day.
- Structured and planned learning environments with tutors using the same lesson plans, teaching notes, self-directed learning checklists, and student

---

<sup>5</sup> Students have the opportunity to be interviewed for these paid internships in New Zealand. Successful applicants pay their own way to the location if successful.

<sup>6</sup> NZST is discussing with international students what internships are available to them.

workbook answers to ensure consistency across campuses. Some level 4 students interviewed did not fully understand changes to delivery, including self-directed time, and also content. For example, students did not understand the intent of recapping and reviewing level 3 content in level 4. For them it was considered unnecessary repetition. NZST is aware of these concerns and is considering how best to address them.

All trainers interviewed have a range and depth of industry experience. Professional development to support teaching practice is structured through NZST's professional development plan – aspects of which are mandatory – monitored and supported by management. New tutors in particular have a structured training programme which includes co-teaching, peer observation, and assessment and moderation training. All new tutors have or are working towards completing unit standards 4098 *Use standards to assess candidate performance*; 7091 *Establish a culturally safe and inclusive learning environment for adults in New Zealand's cultural setting* in their first year of training; and 11551 *Quality assure assessment* in their second year of training. In addition, all teaching staff have a structured pathway to achieve adult teaching and learning qualifications from level 4 through to level 6. Staff also have an opportunity to apply to participate in NZST's management mentorship programme (refer 1.5 below)

All programmes and all tutors are involved in a documented internal moderation system to provide confidence to NZST management and external stakeholders in the validity of assessment.

Assessment tasks are internally pre-moderated and post-moderated within and across campuses. Improvements have been made to internal moderation processes since the last EER to improve the consistency of quality assessment and academic integrity. Improvements include more transparent tracking and follow-up with individual tutors whose assessments are not meeting moderation requirements; the development of a professional development plan in 2014 detailing moderation requirements in induction and as a yearly compulsory requirement for every trainer; executive management monitoring of moderation activity at six-weekly meetings; internal moderation of assessment samples by an external contractor; and assessment/moderation workshops at annual NZST conferences. These are robust processes, assuring the quality of assessment. Tutors also said they gained value from participating in moderation activities and used learnings to reflect on their teaching and assessment practice.

A strength of NZST is engaging with industry to ensure programmes are relevant and graduates are work-ready. NZST has revamped its level 3 and 4 programmes as part of the Targeted Review of Qualifications.<sup>7</sup> These programmes now include

---

<sup>7</sup> The Targeted Review of Qualifications is an NZQA-led process to simplify and reduce the number of tertiary qualifications and make them more relevant to students and employers.

modules developed by NZST and informed by stakeholder feedback (rather than unit standards from the NZQA framework). These programmes were closely monitored during their first year of delivery with feedback collated from trainers, students, graduates and employers on each module and enhancements made as needed. Programmes are also annually reviewed as part of normal self-assessment activity.

Engagement with stakeholders is deliberate and purposeful, informed by student, graduate and employer/industry surveys and conversations. NZST has strong engagement with industry employers and insight into needs and opportunities, facilitated nationally through its national stakeholder development manager and regionally through campus managers. NZST also participates in industry working groups and engages closely with secondary schools.

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

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

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

NZST students are effectively supported and involved in their learning, as evidenced through a wide range of initiatives and support that are regularly self-assessed.

The student journey is well managed, from pre-enrolment by sales staff who conduct interviews and enrol students; to designated class trainers (similar to form teachers) who provide pastoral support to a class of students for the duration of their programme; and tutors with industry experience to prepare students with the skills and knowledge they need to achieve a positive outcome.

Learning needs and goals are identified, monitored and tracked during QTime (individual quality time) by class trainers. QTime has been enhanced since its inception in 2010 by six-weekly catch-ups (rather than monthly) with a focus on achievement (including literacy and numeracy) and engagement, and also specific topics including career planning. QTime sessions are noted in NZST's student management system to provide a comprehensive real-time overview of student needs and how well they are being met.

In addition to QTime, international students also have monthly meetings with the campus manager to monitor and address pastoral needs. Students felt supported on campus with their studies. Attendance is monitored daily.

Whānau days are held each intake to engage parents in what their students are learning; these are well attended. Some students choose to participate in kapa

haka and cultural groups on campus, and opportunities for performance are provided. NZST campuses are connected with relevant social support services that are accessed as needed. In some campuses, NZST provides counselling space for social service staff to operate a drop-in service at set times and days for the students.

Tutors use a range of teaching methods to accommodate different learning styles, including practical exercises, simulations and energisers, role-plays, presentations, debates, quizzes as well as written activities. Learning outcomes and the structure of the module are clearly outlined on whiteboards so students are clear about what they are learning and the intended outcome.

Retention rates have improved over the past three years, supported by student survey feedback which demonstrates students are well engaged and supported in their learning. Withdrawal rates have increased, however, and as mentioned above a self-assessment project is planned to investigate the reasons why.

Students have multiple opportunities to provide feedback<sup>8</sup>, and issues are responded to by management. Not all management decisions on student issues are received well by students. The challenge for NZST is to ensure that students feel that their concerns are understood and genuinely heard as key stakeholders. NZST is, however, well attuned to the needs of students through its self-assessment processes. Examples were discussed where issues have been raised and actions put in place resulting in improvements.

## 1.5 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**.

NZST has a clear purpose<sup>9</sup> and direction<sup>10</sup> that is understood and consistently articulated across the organisation. Key organisational priorities and messages are reiterated to all staff through two all-staff conferences (mid-year 'refuelling' conference and the annual conference at the beginning of the year); at six-weekly

---

<sup>8</sup> For example, class/course/tutor evaluations; student representative meetings; weekly class meetings; international student meetings; individual meetings with tutors.

<sup>9</sup> 'To deliver high quality vocational training in travel, tourism, aviation and hospitality.'

<sup>10</sup> 'Enabling students to gain success with qualification achievement, enhancement of soft skills and 'work ready/world ready' for a pathway to relevant employment or higher learning.'

management team meetings; weekly executive management meetings; and through in-house professional development sessions.

Management, including the chief executive, have key performance indicators that are monitored and reviewed as part of their performance. The chief executive reports monthly to the group chief executive on matters relating to enrolment, outcomes, financials and human resource issues.

A designated role within the executive management team also monitors and manages responsibilities regarding international students, across all delivery sites. This takes into account the understanding, needs and expectations of this cohort of learners, which continues to be reviewed across campuses.

As noted in 1.3 above, NZST has invested resources into quality facilities, resources, and professional development/training to support teaching and learning.

NZST has a deliberate strategy of recruiting to its values<sup>11</sup> and continuously communicating its values to all staff and what they look like in practice. Professional development and its link to remuneration is transparent. An internal management mentorship programme is available for all staff to apply for which leads to promotions to management roles across the organisation.<sup>12</sup> Staff are surveyed three times a year and results are monitored by the campus managers.

Data analysis is used effectively throughout the organisation. NZST data systems provide management with up-to-date and useful information generated at regular intervals to inform decision-making. Data is collated into a comprehensive and informative summary of campus performance ('annual portrait') and reflective questions which are discussed among teams at NZST's annual staff conference.

Self-assessment is coherent and effective. As an organisation, NZST is constantly building staff capability in self-assessment through 'real time/real life' continuous improvement projects led by management; self-assessment is also integrated into the management mentorship programme. All campus managers have a strategic plan and a self-assessment project relevant to their own campus. Strategic planning is revisited at the annual managers' retreat as well as at some six-weekly senior management team meetings. Management is encouraged to work through their plan with the core purpose being to lift capability. The evaluation team found a strong self-assessment culture across leadership and all staff, which is used to inform quality.

---

<sup>11</sup> The result of an intensive self-assessment inquiry into staff turnover by the chief executive and how best to respond.

<sup>12</sup> There are 47 graduates of the management mentorship programme; 40 have moved into campus management or head of training positions within the business, and three moved into national sales executive roles.

In recent years NZST been through a number of strategic changes to future-proof the organisation, including selling the business to ACG; merging campuses in Auckland and Wellington; engaging in programme redevelopment for the Targeted Review of Qualifications; and developing a degree programme. NZST is also managing two ACG-owned PTEs and is working to integrate them into NZST systems, policies and procedures. Given the range of recent and upcoming changes to campuses, staff and programmes, it is important that NZST find ways to help its students cope with and understand organisational changes. This is especially the case for those students who have been studying with NZST for some years.

## 1.6 How effectively are important compliance accountabilities managed?

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

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

NZST has robust systems and processes for managing compliance, closely monitored by the executive team. These processes include a campus warrant of fitness<sup>13</sup> completed by the campus managers annually and audited six-monthly by an executive team member. Campus management is involved in audits as part of leadership development and understanding of important compliance responsibilities.

NZST has processes in place to meet requirements relating to the Code of Practice (for pastoral care of international students) including the annual review of its processes against the code; as well as audits of student files by administration and also by the head of recruitment against regulatory requirements such as for visas and English language proficiency. NZST has also embedded alerts into its student management system that notify administration staff if enrolment data relating to international students is entered incorrectly.

Risk management and complaints are dealt with by campus management and elevated when needed. The chief executive and senior management team have a good understanding of challenges going forward and how best to manage these. The management mentoring programme is also an effective mechanism for the chief executive to build leadership capability at a campus level and establish confidence that policies and procedures are being adhered to consistently.

---

<sup>13</sup> This includes a snapshot of adherence to policies and procedures relating to student issues, sales and administration, staff, employment (students), teaching, international students, operations, assessment and programme delivery.

## Focus Areas

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

### 2.1 Focus area: International students: support and wellbeing

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: New Zealand Certificate in Tourism (Level 4)

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: New Zealand Diploma in Travel and Tourism (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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)