



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

Crown Institute of Studies Limited

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 5 June 2018

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	6
3. Conduct of external evaluation and review.....	7
Summary of Results	8
Findings	11
Focus Areas	20
Recommendations	21
Appendix	22

MoE Number: 8644
NZQA Reference: C22677
Date of EER visit: 21-23 June 2016

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:	Crown Institute of Studies Limited
Type:	Private training establishment (PTE)
First registered:	17 June 1991
Location:	80 Anzac Ave, Auckland
Courses currently delivered:	<ul style="list-style-type: none">• National Certificate in Travel (Level 4)• National Diploma in Hospitality (Management) (Level 5)• National Diploma in Tourism (Management) (Level 5)• New Zealand Diploma in Business (Level 6)• Crown Certificate in Business Skills (Level 3)• Crown Certificate in International Hospitality Hotel Services and Reception Operations (Level 3)• Crown Certificate in International Travel, Tourism and Airline Studies (Level 4)• Crown Certificate in Travel and Tourism (Level 3)• Crown Certificate in Travel, Tourism and Airline Studies (Level 3)• Crown Diploma in Tourism (Management) (Level 5)• Crown International Hospitality Certificate

(Food Services, Beverage Service, Introduction to Food and Beverage Management) (Level 3)

- NZIM Diploma in Management (Level 5)

Crown Institute of Studies also delivers:

- General English (Level 3)
- Crown TESOL Course 1: Language and Method (Level 4)
- Crown TESOL Course 2: Language and Practice (Level 4)

Code of Practice signatory: Since October 2002

Number of students: *Overall:*

2016 – 148.37 equivalent full-time students (EFTS)

2015 – 173.60 EFTS + 56 EFTS in English Language

Domestic:

2016 – 124.70 EFTS

2015 – 218 (146.70 EFTS) of which 11 per cent were Māori, and 23 per cent Pasifika

International:

2016 – 23.67 EFTS

2015 – 51 (26.89 EFTS)

Number of staff: 21 full-time equivalents

Scope of active accreditation: Please follow this link:

<http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=864433001>

Distinctive characteristics: Crown Institute of Studies is an Auckland-based provider, owned by a family trust. The PTE has four subject departments; Crown English, Travel and Tourism, Hospitality, and Business Studies. Crown Institute of Studies shares a facility with another provider: administration space, office space, classrooms, and study areas.

Recent significant changes: Some changes have occurred since the previous external evaluation and review (EER) in 2012.

These include the following:

- Crown Institute of Studies has introduced a Study and Work programme that helps students get employment while they study.
- Shared appointments for the director of studies roles in two departments: Crown English and Hospitality.
- Relocation of the site and a reduction in staff numbers.

Previous quality assurance history:

In June 2016, NZQA undertook a focussed review of the New Zealand Diploma in Business. A key finding from the review was that there is no formal process or schedule for internal pre- and post-assessment moderation. The review detailed the following recommended requirements:

1. Ensure that all learners meet the entry requirements of the qualification.
2. Centrally manage master copies of all assessments currently being delivered within the organisation.
3. Develop, document and implement a robust internal pre- and post-assessment moderation process within the organisation, including an internal pre- and post-assessment moderation schedule.
4. Establish and consult with a local advisory committee regarding any programme reviews and maintain a written record of the meetings and any proposed changes.
5. Conduct a regular programme review to ensure the programme continues to meet stakeholder needs.
6. Review the Friday tutorial session to ensure that structured, directed learning occurs and that tutors with the relevant subject knowledge are available.

At the time of this EER, Crown Institute of Studies had only received the above report a week prior. Therefore no progress had been made toward meeting the recommendations prior to the EER

visit.

In February 2015, English New Zealand undertook a Spot Audit of Crown English. This reported against a previous English New Zealand Audit, and identified that all recommendations had been acted on, as well as a number of suggestions from the membership inspection report. The overall findings concluded that Crown English had met all standards in relation to the appointment of new academic staff, student assessment, premises and equipment, and self-assessment. No further recommendations were provided.

NZQA conducted an EER in September 2012, and at this time NZQA was:

- Confident in educational performance
- Confident in capability in self-assessment

There were no recommendations suggested in the report.

External moderation is undertaken by NZQA, Service IQ and some independent teachers. Crown Institute of Studies did not meet all moderation requirements for 2015 and, in particular, for the Business and Management system where assessment material did not allow all learners to meet the requirements of the standard, and the assessor judgements could not be verified.

2. Scope of external evaluation and review

Initial contact with the PTE commenced in February 2016, at which point discussions regarding compliance with approval, accreditation and registration rules began. Queries were met through a number of phone conversations. A scoping meeting via phone was held in late March 2016 with the academic director. The EER process, and the potential focus areas were identified from this meeting. Additionally, a draft agenda was developed to assist in the undertaking of the EER visit. A self-assessment summary, and a range of other applicable documents were made available prior to the EER visit.

The scope of the EER included four focus areas:

- Governance, management and strategy – a mandatory focus area.

- National Diploma in Hospitality (Level 5) – as a department, Hospitality has the highest number of enrolments, and the highest committed EFTS for 2016. While this is one of the smaller programmes in Hospitality, it has one of the highest enrolments of Māori in the department.
- General English (Level 3) – this focus area was requested by the provider and was also included in the previous EER.
- Certificate in International Travel, Tourism and Airline Studies (Level 4) – this programme has the highest number of enrolments for Crown Institute of Studies, as well as the largest cohort of Pasifika and Māori combined.

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 in July 2016, over two and a half days. The evaluation team, consisting of three evaluators and an English language specialist, reviewed a range of documentation and, in pairs, met with the following groups relating to the focus areas:

- Governance representatives (one), consisting of the academic director
- Management staff (six), consisting of the director of studies, programme coordinators, and managers in student welfare and administration
- External stakeholders (two), consisting of an employer and a recruitment agent
- Tutor (10), learners (10), and graduates (nine).

While on site, the evaluation team reviewed further documentation to clarify what was discussed. After the visit, the team also contacted more stakeholder by phone.

A supplementary on-site visit to Crown by two evaluators took place on 10 April 2018. This occurred by negotiation following the reconsideration process, and focussed on determining evidence across a limited specified range of 2016 educational performance. Some changes to the text in this report were made as a result.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Not Yet Confident** in the educational performance of **Crown Institute of Studies Limited**.

NZQA is **Not Yet Confident** in the capability in self-assessment of **Crown Institute of Studies Limited**.

- There is a lack of consistency in terms of achievement outcomes, and limited understanding of educational performance which impacts overall performance. For example, performance for General English has consistently maintained positive outcomes for students, who progress up through the levels of English at the expected rate. However, course and qualification completion rates for Hospitality, and Travel and Tourism, have consistently sat below the PTE median.
- Crown Institute of Studies has a limited understanding of overall performance and participation of students in all programmes, and does not meaningfully communicate this understanding throughout the organisation. Activities around improving achievement happen by department, but it is not clear how the data is used in a meaningful way to inform improvements to programmes or the PTE.
- Internally, there has been a marked improvement in performance in Travel and Tourism, but a decline for Hospitality. There are some indications that qualifications assist learners to move to employment, get a promotion, or enter further study. Achievement data is collected or analysed at an organisational level to inform planning. However, it is not clear how this is used in a meaningful way.
- There is some evidence that students gain useful skills that are valued in the workplace, and Crown supports some students to employment pathways through, for example, the Work and Study programme.
- Consultation processes are not systematic, and processes to understand industry needs, to inform programme development, are not consistent. Crown Institute of Studies does not systematically collect programme-specific feedback to help the organisation understand the value of the programmes. Informal but regular stakeholder events provide a feedback mechanism to get a sense of the value that the programmes have for employers and students. Students feel that their needs are met, learning is relevant and engaging, and feedback is regularly collected. Review of teaching and learning activities is regular, and there are a range of approaches to self-assessment used by programme staff. Areas identified that require improvement are responded to effectively and in a timely manner.

- Enrolment processes are not consistent across the organisation, and staff understanding of learner needs is varied. For example, literacy and numeracy levels and the needs of students are unknown to some staff. At a departmental level, the organisation undertakes activities to understand and address the needs of the students and stakeholders. A needs analysis is undertaken in General English to effectively match students to the appropriate language level. However, there is no analysis undertaken to understand the overall needs of students across the organisation.
- Tutors effectively respond to the academic, cultural and emotional needs of students. Academic needs are identified in the initial stages of enrolment, and the different departments have varied levels of monitoring students while they study. Tutors in General English validate the placement of students in the respective levels a week into study, and continue to meet with each student weekly. Learning is planned over the term and year, and there is collegiality among staff at the programme level. However, there are inconsistencies in programme and lesson planning across the organisation.
- Teachers are experienced, qualified and have industry knowledge and broad teaching readiness. They foster an inclusive and supportive environment. For example, English tutors have knowledge and experience in all teaching levels of English, and support tutors to teach at different levels of English. Tutors have opportunities to develop their skills. However, performance appraisal is inconsistent. Teachers and learners relate to and interact well with each other, and teaching practice is informed by regular student feedback. A variety of teaching methods are used, and teaching resources are effective, with assessment matching the lessons.
- There is evidence of some robust internal pre- and post-moderation processes. While external moderation results have been positive, this is compromised by the lack of consistency in the application of pre- and post-moderation practice across the organisation. This finding is also consistent with issues raised in the recent focussed review of the Business programme by NZQA.
- Overall, external moderation results have been positive for the programme focus areas. However, these results are varied for Hospitality and the Business papers.
- There are a range of approaches to ensure guidance and support for learners is appropriate. Support for international students aligns to the requirements of the Code of Practice, and concerns are managed by a welfare manager. Staff facilitate academic and pastoral support for students and include counsellors who are competent in a range of languages. Teaching and learning resources are accessible and helpful to support learning. Student communities are facilitated by student ambassadors who represent the student voice in the organisation.
- Strategic planning is done by the director. However, engagement with staff, management, stakeholders and students around implementation at an

operational level is inconsistent. There is no evidence of systems to monitor compliance requirements. The strategic plan reflects the needs of industry and all stakeholders, but is not well understood across the organisation. The model of a shared director/coordinator role, such as the director of studies in the English language department, is applied across other departments with varied effectiveness in terms of the allocation of workloads and the management of vocational programmes. Recruitment of staff is effective, and staff receive internal professional development which is supported by the organisation. Programme coordinators work hard to develop new programmes and coordinate the moderation, results, and teaching and curriculum support. However, this is limited by a lack of specific skill sets such as programme development.

- The General English programme has high qualification achievement and valued outcomes for learners. The needs of students in General English are effectively identified and met by appropriately qualified and experienced staff and support strategies. These strategies are guided by appropriate management systems and leadership. This focus area was markedly exceptional in terms of educational performance and self-assessment practice.

Findings¹

1.1 How well do learners achieve?

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

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

Completion rates are mixed across the Crown Institute of Studies programmes. All General English students graduated, other than those who withdrew from their studies, or whose attendance rate was below the threshold. For Travel and Tourism, Table 1 shows that qualification and course completions improved from 2014 to 2015. The evaluators heard of a correlation between the rise in performance for Travel, and a targeted initiative to give one-on-one learning support for students at the end of the year, toward assessment time. No data had been collected and analysed for hospitality for the 2015 year, but a decline in performance for Hospitality was noted for 2014, with a drop in qualification completion of approximately 20 per cent.

Performance for General English has been consistently positive, with students progressing up through the levels of English at the expected rate. Students graduating with a Crown English certificate of achievement and a final report detailing the level that they are at, perform consistently with the Common European Framework of Reference (CEFR) and 'can do' statements.

Enrolments over this period have also fluctuated, with a decline from 2014 to 2015 for both Tourism and Hospitality. However, there was a significant increase in enrolments for General English. Each vocational programme is made up predominantly of domestic students, and there is limited analysis of performance data. Achievement by Māori and Pasifika students is variable and is known to management and staff. Data confirming this (including attendance data) has led to changes in practice to improve future performance.

Table 1. Completion rates for Travel and Tourism, and Hospitality 2014-2015

	Travel and Tourism (Level 4)			Hospitality (Level 5)		
	2014	2015	2015 PTE median	2014	2015	2015 PTE median
Enrolments						
Total number of students	75	24		16	13	
Domestic students	70	23		13	7	
International students	5	1		3	6	
Pass rate	53% (40)	71% (17)		6	n/a	
Achievement (of total number of students)						
Course completion	64%	79%	84%	56%	n/a	83%
Qualification completion	53%	71%	79%	38%	n/a	79%
Higher study	1%	4%	35%	n/a	n/a	
Retention	64%	83%	69%	56%	85%	61%

Because of the rolling intake, duration of courses, and the experiential nature of the study, Crown English does not look at the achievement of cohorts of students other than for students doing exams such as IELTS and Cambridge Advanced. This is consistent with other English language providers across the sector. Crown English benchmarks its performance against a local provider with similar targets. The achievement rates are similar overall, but in the case of achievement rates for Cambridge testing, Crown English has had 100 per cent pass rates since 2013.

Crown benchmarks its performance against a polytechnic and other PTEs using published Tertiary Education Commission data. While there is no overall analysis of how Crown compares with particular providers, data is considered at a course and qualification level.

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 **Adequate**.

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

Students all over the organisation have the opportunity to pathway into employment or further study. However, the evidence to show how consistent this is across programmes is limited. Learners gain qualifications and credentials that may lead to further study or employment in the industry. However, the employment opportunities largely target those doing the Hospitality or Travel and Tourism programmes. There is added value for students who want to progress to other courses provided by Crown. However, there is little evidence to show that students do this.

There is some evidence that some learners gain useful skills across all the programme focus areas. Soft skills such as communication, time management, presentation and a sound work ethic are some of the attributes that both stakeholders and students the evaluation team spoke to acknowledged that students had gained from their study. However, the evidence for this is not systematically collected, substantial or comprehensive, and it is not clear how the organisation understands the value of this.

Meaningful analysis of engagement with industry stakeholders, done to understand the value of the programmes, is not systematic. Regular industry feedback is sought through the local advisory committee and by regularly attending industry-based events such as expos and open days. The local advisory committee, made up of employers and industry representatives, meets annually to discuss skills needed and work experience for tourism and hospitality. However, there is no evidence of mechanisms to gather information about the satisfaction or value of the organisation to the industry. The committee's engagement with the performance of the organisation has resulted in some changes, such as the establishment of the Work and Study programme. Crown also works closely with some individual parties to improve pathways for students, and regular feedback suggests that this is positive, regular and ongoing.

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 **Good**.

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

Regular student feedback indicates that the organisation and programmes meet the needs of students, and the learning is relevant and engaging. In General English, the majority of students rated the overall experience highly, with 53 per cent of students responding to the exit survey. This is an increase in uptake since the use of Survey Monkey. Graduate feedback has also been positive in General English, although the response rate is minimal, with 12 to 15 per cent uptake of the graduate survey. This is an initiative intended to guide self-assessment, but there is limited evidence of its effectiveness at this stage. Student feedback is fed into staff and management meetings and informs decisions regarding the programme. The evaluators heard examples of student feedback being responded to, such as assistance with grammar. However, there is no systematic or consistent process across the organisation to identify and monitor the academic needs of students, such as literacy and numeracy.

There are opportunities for students to give feedback to the organisation about teaching, and to indicate if their needs have been met. Tutors respond to some of the cultural and emotional needs of students. This is demonstrated in many ways, such as allowing some flexibility in academic processes to help support students

through personal situations. The evaluators heard that the ability for needs to be met in class varied, dependent on the motivation of the student to engage. The class would sometimes be held back by those less engaged and motivated.

The identification of Māori and Pasifika student needs is not clear. However, there are some efforts to support Māori and Pasifika attendance, such as having an assigned staff member to monitor the attendance of these students. The organisation found a positive correlation between the attendance and achievement rates for Māori and Pasifika.

The qualifications are relevant and suitably prepare some students and graduates for employment and meeting industry expectations. Hospitality, and Travel and Tourism graduates were positive about the value of the programme and skills acquired in preparing them for job placements. Forty-two per cent of Hospitality graduates contacted by the organisation in 2015 were in employment that was relevant to their qualification. Crown is collecting data on employment outcomes that show that some graduates have moved into employment. This is supported by employers of both Hospitality and Tourism graduates who indicated that they gain a qualified and work-ready pool of employees, with applicable foundation and fundamental knowledge and skills that match industry expectations.

A range of factors inform curriculum and programme design, such as tutors who work in the industry, graduate feedback, teacher input and external agency requirements. Ongoing review informs the development and improvement of programmes, such as confirming the delivery and structure of General English classes, use of integrated assessment, and the use of data collection tools to improve response rates. However, analysis of the reviews does not identify learner achievement trends.

1.4 How effective is the teaching?

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

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

Learning and teaching is broadly planned for the year, but targeted planning for lessons is varied across the organisation. General English follows a clear curriculum, and is supported by useful and organised resources that are easy for tutors to follow. However, while there are teaching plans for the Hospitality programme per term and for the year, there is no evidence of teaching guides or lesson plans specific to individual or weekly lessons. There is no evidence of a mechanism to monitor lessons against teaching objectives or the consistency of teaching objectives.

Delivery of the programmes is appropriate and suitable to the needs of students, and the timing and location of the Travel and Hospitality programmes are suitable for students who are working. In General English, course components and learning outcomes for each level are linked to course books, and a checklist and schedule

of outcomes to be completed are provided. This effectively updates students and tutors on the student's progress and what work is remaining. Although the average programme duration is around 10 weeks, a large proportion of students attend Crown English for approximately four to six weeks. This is consistent with similar providers of English language training.

Assessment is appropriate to the lessons taught, the learning material, and objectives of the programmes. Cognitive thinking is developed in the Travel and Hospitality programmes through practical assessment in a simulated bar environment. Assessments prepare students for pending lessons, and feedback on assessments supports learning through prompt responses and opportunities for re-sits. Plagiarism is effectively managed through consistent communication to students, and immediate action. Assessments undergo regular revision to ensure relevancy. Improvements have been made to assessment tools to measure progress more effectively. In General English, the assessment schedule has been improved and is now more rigorous, moderated effectively and follows the student's progress. Tutors indicated that the assessment schedule compares favourably to other PTEs.

Pre- and post-assessment moderation practice is inconsistent across the organisation. There are ongoing issues in relation to moderation in the Business programme (e.g. the absence of formal internal pre- and post-assessment moderation processes or an internal moderation schedule). These issues were identified in NZQA's focussed review of the Business programme. However, internal and external moderation of some pre- and post-assessment for the programme focus areas is regular, ongoing, and engages the appropriate industry training organisation (ITO). Post-assessment moderation includes feedback and required actions for staff development. This is supported by events and training in internal moderation and self-assessment by NZQA and QED Associates Ltd, and is recorded in staff profiles. For General English, the moderation processes are standardised, and the evaluators heard examples of the moderation practice leading to the development of skills for tutors. External moderation results for Travel and Tourism have been positive. Internally developed material in the Hospitality programmes is internally moderated. Consistent external moderation does not occur and would assist the validity of assessment and provide feedback that could be valuable in ensuring the currency and appropriateness of assessment material.

Monitoring of learning progression is not systematic across the organisation. Progression for literacy and numeracy is not clearly understood or consistently reported by all staff in the vocational programmes. However General English has a strong tracking system for learner progression and students' progress at appropriate rates of learning. This is monitored and tracked on a centralised student database.

Teachers are qualified and suitably experienced, with broad industry knowledge to meet the academic needs of students. Support is provided to teaching staff through workshops, peer observations and train the trainer courses. General

English staff are supported to exchange ideas through two directors of studies who job-share in six-monthly periods. Staff in this department have worked with the PTE long-term, and all staff move levels every six weeks teaching cycle to maintain teaching experience across the English level competencies, and also assist students at a range of English levels. This also enables staff to individualise the learning for students. Crown English is resourced with experienced staff who meet regularly and adequately inform students of progress. Upon the student's enrolment in General English, Crown undertakes a needs analysis of the student and the whole class, effectively matching students to the appropriate language level. The Crown system for informing students of learner progression is good, with opportunities for further development. Performance appraisal processes across Crown are inconsistent, do not align with the statements in the quality management system, and need strengthening.

1.5 How well are learners guided and supported?

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

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

The organisation fosters an inclusive and supportive learning environment that helps students to feel comfortable. This is demonstrated by the Hospitality staff, and indicated by positive student feedback about staff engaging and interacting effectively with students, as well as good teaching practice. Teachers relate well with students, and are approachable and establish good relationships, as shown by tutors' continual availability to students. There is a transparent process for students to register complaints and issues, which is outlined in the student handbook. I-graduate data reports that the overall learning experience by students in General English in 2014 was over 93 per cent.

The student voice is appropriately represented by student ambassadors who are conduits for student feedback and suggestions, and communicate social events. Feedback from students suggest that this has been effective, such as feedback from students in the Travel and Tourism, and Hospitality areas.

Support for international students is appropriately facilitated by tutors, a student welfare officer and counsellors who are able to converse in a range of languages. The student welfare officer has long-standing relationships with homestay families, and deals with complaints and issues with homestays. Evidence shows that relevant staff attended a workshop to better understand the revised Code of Practice, but it is unclear how this is embedded into practice.

Literacy and numeracy is effectively monitored and supported in General English. However, it is not effectively managed across the non-English related programmes, and there is no evidence of systematic understanding of progression and growth. Initial literacy and numeracy assessment is completed for Travel and Tourism, and Hospitality students, but communication of the results to relevant staff and

departments of the organisation is inconsistent. The evaluators heard examples of some learners experiencing challenges as their literacy and numeracy was too low to support their learning journey, and there are some indications that literacy and numeracy levels impact on achievement, but there is no detailed analysis to understand this better. The evaluators saw evidence of planning to embed literacy in the Travel and Tourism programme. However, it is not clear if the planning will occur across all relevant programmes.

Academic support and resources are appropriate, as they facilitate student learning through targeted one-on-one support. Course books are relevant to the programmes and are a mix of externally sourced and internally developed material. Although shared with another provider, student learning and social spaces are appropriate, including a library, computers and café. Feedback on the effectiveness of these initiatives is anecdotal, and it is not clear what impact the support services and guidance have had, as this information is not gathered in the current evaluations across the organisation. Crown English shares similarities in resourcing, student demographic and location with another English language provider. Historically, Crown English has a good record in supporting tutor training and professional development for staff. This has created coherency of tutors who work well with management and give meaningful input into programme design. Tutors are also encouraged and supported to rotate teaching at different English language levels.

There are clear expectations relating to attendance for all focus areas, which are outlined in student directives and are linked with penalties for absence. Travel and Tourism have experienced and managed frequent attendance issues. As a result, stringent attendance expectations and monitoring were implemented which has had a positive impact on engagement. This is evident in the increase in attendance for some of the Travel and Tourism classes. The General English programme has maintained an over 80 per cent attendance rate.

Crown Institute of Studies effectively supports some students into employment and career pathways through career support offered by staff employed in the industry. Through a collaborative arrangement, the PTE coordinates pathways for students to study and get occasional paid employment at events. Careers support also includes help with writing CVs, presentation and interview skills. For students studying in the English programmes, the organisation supports employment through short courses and internships. As previously indicated, the effectiveness of these initiatives is not clear.

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

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

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

There is not consistent understanding across staff of the strategic expectations of the organisation. Strategic planning is the sole responsibility of the director, and there is some engagement by external stakeholders to align the direction and planned activities at a departmental level to the relevant industries. However, this is not consistently understood by all staff. It is not clear in the strategic plan how the PTE manages the expectations of key stakeholders such as English New Zealand. Additionally, it is not evident that there is a systematic approach to the monitoring of compliance requirements, such as immigration, maintenance of NZQA registration and qualification approval.

Management of staff by programme managers is appropriate, and there is collegiality among staff. Staff are effectively supported by the respective directors of studies, and feedback suggests that the model of shared director of studies roles works well. The structure of management, and the experienced owner-director of Crown English, is similar to other English language providers. Leadership operates on a high-trust model, giving flexibility and autonomy to staff. In all programme focus areas, staff indicated the sense of value they gained from the programme managers. Staff and management meetings unify staff, and feedback sourced through Survey Monkey evaluations is fed back and attached to staff files. Regular staff meetings keep everyone connected and cover appropriate discussion topics, such as staffing, attendance, self-assessment and moderation. The evaluators saw and heard evidence of some feedback mechanisms to teachers and administration staff, but information-sharing is not systematically and consistently applied across the whole organisation.

Communication is clear and consistent from programme managers to staff, and policies and processes support the departmental activities and monitoring. Self-assessment of activities is identified departmentally and supported by regular management meetings. There is a robust system that regularly logs improvements needed to programmes, and teaching and learning activities have recently been moved online to ensure information is shared across different departments. This is maintained by programme and administration staff and regularly monitored, and actions are followed up and reported on. The evaluators saw evidence that suggestions and recommendations from the English New Zealand audit were completed. However, there is no evidence of an organisation-wide self-assessment analysis, and there is varied practice of annual review of policies across the organisation. The English department has a regular and effective annual review system which includes policies, job descriptions, Code of Practice, and health and safety for teachers. However, this is not a systematic practice across the organisation.

There is insufficient capacity and capability to develop the programmes, coordinate moderation, monitor achievement and provide teaching and curriculum support. This was particularly evident where resourcing in staff was not adequate to effectively assist the development of new programmes.

There are clear expectations of staff in regard to achievement and expected student performance. Staff development is supported by the PTE through internal and external training and professional development opportunities. The evaluators heard examples of portions of training and study being paid for by the organisation. Recruitment of staff is effective and has resulted in qualified and experienced people being employed, who engage successfully with students and are connected with the respective industries. Broad teaching expectations are indicated in staff directives (staff induction manual), outlining policies and guidelines that are actively used by staff. These are also outlined in staff contracts, and are tailored to the programmes being delivered by the tutor. Achievement data is collected and analysed on a class-by-class basis. While some analysis and impact of Māori and Pasifika data is undertaken at a governance level, this is not consistent practice at a departmental level. While activities to improve student achievement occur at a departmental level, it is not clear how this data is used to inform overall improvements for the PTE.

Allocation of resources and workloads across the departments by the managing director is not consistent, and the capacity for these to be managed effectively is not monitored. The application of the shared programme management to the vocational programmes is not well managed, as there is no way to ensure that they have adequate resourcing and allocation to maintain relevant teaching times, time for administrative duties, programme development, course monitoring and assessment, and additional management responsibilities.

Governance and management do not support educational achievement effectively, as there is a lack of systematic understanding and analysis of achievement at a governance and management level. Governance also has a limited understanding of staff needs, strengths and challenges, not effectively informing teaching and learner achievement or staff training and development. These gaps are not effectively managed.

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 **Adequate**.

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

2.2 Focus area: National Diploma in Hospitality (Level 5)

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

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

2.3 Focus area: General English (Level 3)

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

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

2.4 Focus area: Certificate in International Travel, Tourism and Airline Studies (Level 4)

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

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

Recommendations

NZQA recommends that Crown Institute of Studies:

1. Implement systems to effectively manage external and internal moderation practices, to inform strengths, challenges and improvements to assessment practices.
2. Integrate monitoring of compliance expectations into regular communication processes for governance and management.
3. Implement regular or systematic reviews of programmes including analysis of student and stakeholder feedback to measure the effectiveness, quality and value of the programme.
4. Strengthen consistency of formal performance appraisal across the organisation.
5. Strengthen systems for monitoring and analysis of student achievement and learner outcomes including those of Māori and Pasifika cohorts.

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).

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

www.nzqa.govt.nz