



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

External Evaluation and Review Report

New Zealand Management
Academies Limited

Date of report: 14 February 2023

About New Zealand Management Academies Limited

New Zealand Management Academies Limited (NZMA) is one of the largest private training establishments (PTEs) in New Zealand. The PTE has three operational brands which define the vocational education they provide. Operations and practice are supported by being part of a larger educational group – UP Education Group.

Type of organisation:	Private training establishment
Location:	New Zealand Management Academies Limited, 56 Carbine Road, Mount Wellington, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: First quarter 2022: 2104 students; Māori: 439, Pasifika: 516 2021: 3825 students; Māori: 888, Pasifika: 1040 International: First quarter 2022: 95 students 2021: 633 students
Number of staff:	140 full-time, 26 part-time
TEO profile:	New Zealand Management Academies
Last EER outcome:	The outcome of the EER undertaken on 12 September 2017 was Highly Confident for educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• International Student Support and Wellbeing• Trades programmes:<ul style="list-style-type: none">○ New Zealand Certificate in Electrical Engineering Theory (Level 3) [ID: 122005] leading to 2387-1 New Zealand Certificate in Electrical Engineering Theory (Level 3).○ Plumbing, Gas fitting and Drainlaying (Pre-Apprenticeship) Certificate [ID: 126076] leading to 2660-2 New Zealand Certificate

in Plumbing, Gas fitting and Drainlaying
(Pre-Apprenticeship) (Level 3)

- Early Childhood Education suite:
 - To end of 2021: Certificate in Early Childhood Education (Level 3) [ID: 120543] leading to 2849-1 New Zealand Certificate in Early Childhood Education and Care (Introductory Skills) (Level 3). From the start of 2022: New Zealand Certificate in Early Childhood Education and Care (Introductory Skills) (Level 3) [ID: 127130] leading to 2849-2 New Zealand Certificate in Early Childhood Education and Care (Introductory Skills) (Level 3)
 - Certificate in Early Childhood Education and Care – Centre-based or Home-based streams (Level 4) [ID: 120541] leading to New Zealand Certificate in Early Childhood Education and Care (Level 4)
 - Diploma in Early Childhood Education [ID: 120534] leading to 2851-1 New Zealand Diploma in Early Childhood Education and Care (Level 5)
- Diploma in Hospitality and Culinary Management (Level 6) [ID: 125516] leading to 2540-1 New Zealand Diploma in Hospitality Management (Level 6)
- The Learner Success Project

MoE number: 8661
NZQA reference: C45726
Dates of EER visit: 23-29 August 2022

Summary of results

NZMA's purpose, to 'provide positive educational experiences for all students so they learn to move ahead' underlies strong delivery and support practices. Since the previous EER and throughout the pandemic lockdowns, strong completions, the active fostering of life and work skills, and high transitions to employment after study are overt results of a PTE focussed on meeting stakeholder needs. Ongoing self-assessment is evident, and while positive changes as a result of initiatives are recent, regular use of data to inform decisions and clear strategic direction ensures emerging needs continue to be addressed.

Highly Confident in educational performance

- Overall completions of courses and qualifications are strong and were maintained at such levels throughout significant disruption to learning, support and assessment caused by the Covid-19 pandemic. Māori and Pasifika students are not passing their courses at a comparable rate with other learners. NZMA is taking action to address the gap through extensive self-assessment. Continued success from the latest initiative is yet to be seen.

Highly Confident in capability in self-assessment

- Life and work-related skills and attributes are actively developed and supported, leading to improved employment opportunities for graduates. This continues to be a key strength of NZMA education.
- The value of outcomes for students and other stakeholders is to enable communities to meet emerging needs. A high percentage of graduates progress to employment or further study as a result of reviews and a focus on supporting sustainable next steps.
- Regular interaction with all stakeholders supports the currency and relevancy of programmes and enables work placement/internship engagement that is beneficial for students and stakeholders alike.
- Moderation activity is comprehensive. Alongside regular meetings and analysis of data at all levels of the organisation, this supports programme review. The full cycle of programme-related self-assessment – including time-bound actions,

allocated responsibilities and reviews of impacts – is not always apparent.

- The organisational purpose and direction are clear and imbue NZMA's strong delivery and support practices. Comprehensive support for students creates a sense of family and belonging.
- Structural change at NZMA has increased the quality of academic oversight, leadership and support for academic staff across the various campuses. Regular interactions, where data is analysed and used to review understandings, creates an environment of ongoing review.
- Staff development is comprehensive and enables the gaining of skills and knowledge for current and potential roles. Procedures to ensure consistency of practice are robust.
- NZMA effectively manages its compliance accountabilities through scheduling and a collaborative, all-level approach to compliance monitoring.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Achievement is measured through the successful completion of courses (papers, modules or unit standards), qualifications and the acquisition of transferable and life skills. Overall programme completion since 2018 has remained consistently above 75 per cent, with a high number of students completing courses and qualifications.² This consistency is significant when considering the extensive periods where NZMA students were unable to access face-to-face learning, support and pastoral care when needed. Informed and deliberate decisions enabled NZMA staff to respond promptly to emerging needs and retain students through to successful completions.</p> <p>When benchmarked against both the annual private training establishment (PTE) and polytechnic (ITP) completion outcomes, NZMA consistently gains higher results. Mainly positive moderation supports the validity of these achievement results.</p> <p>Achievement at NZMA goes beyond successful completions and the gaining of qualifications. Students and graduates attest to increased confidence, gaining a sense of belonging, self-pride in accomplishments, and increased literacy, numeracy and work-readiness skills.</p> <p>The international students' achievement rates are high and have been increasing for both course and qualification completions since 2018. NZMA believes the reasons why international students undertake study in New Zealand, and the effects of the pandemic causing students to remain in study, are possible causes for the strong increase.</p> <p>Achievement rates for Māori and Pasifika students have been lower than for non-Māori/non-Pasifika. The evaluation team</p>

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

² See Appendix 1 for Educational Performance Indicators and disaggregated completion data.

	<p>acknowledges that since 2018 there has been an increase in achievement for Māori and Pasifika, as well as these rates remaining consistently higher than Māori and Pasifika students across the PTE and ITP sectors. As these successes have occurred alongside an equal increase for non-Māori and Pasifika students, the gap in parity remains. These continued differences in parity have been an area of focus for NZMA.</p> <p>Efforts to address the gap include: decentralising management activity, regular discussions about progress and support-related data at all levels of the organisation, changes made in activities, from enrolment through to completion, and special projects. NZMA says the 2022 results are looking positive, with increased retention and successes. NZMA recognises that clear evidence of sustained improvement in parity for Māori and Pasifika learners is still to be seen, so remains committed to continued improvement of outcomes in this area, as such achievement is a valued outcome for these priority learners.</p>
Conclusion:	Overall course and qualification completions are strong, with all students achieving at a higher rate than national sector averages. NZMA recognises that Māori and Pasifika parity in achievement continues to be lower and will continue extensive self-assessment and undertake a number of informed actions in an effort to address the situation.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	NZMA not only works to provide positive educational experiences for all students, but also to provide opportunities for these students to continue their personal journeys in further study and/or employment. Throughout a student's study there is active fostering of transferable life and work-readiness skills which stakeholders say are valuable. Navigators ³ work closely alongside campus academic staff to ensure students feel supported into and during the early stages of their employment. Regular interaction with graduate outcomes data and

³ Navigators are NZMA personnel tasked with managing relationships with stakeholders, providing work-related skills workshops to students and support to graduates as they transition to employment.

	<p>stakeholder feedback informs the continuation and improvement of this practice, with positive results. Strong student wellbeing is also apparent in feedback, attesting to the perceived value of this support.</p> <p>NZMA completed a persona profile research project which provides a clear understanding of the students' needs as well as external influences on their study. This informs the provision of programmes and the learning context which are of high value to stakeholders. This value is further fine-tuned through regular interaction with all stakeholders to ensure emerging needs (such as skill shortages) can be factored into the NZMA strategy and direction.</p> <p>Increasingly, articulation agreements are being formed for higher education opportunities. Growing industry connections and positive feedback support NZMA's increased focus on industry-relevant employment and/or study.</p> <p>The effectiveness of self-assessment and resultant activity is supported by the overall increase in the number of graduates progressing to employment and/or further study. In 2018, only 50 per cent of graduates progressed compared with 85 per cent in 2021.⁴ Since international graduate outcomes (particularly in employment) remain consistent, this increase in progression suggests greater growth is occurring for domestic graduates. This is validated by the similar increases for Māori and Pasifika alongside the continuing gap in parity for graduate outcomes.</p>
<p>Conclusion:</p>	<p>NZMA ensures valued outcomes for all stakeholders through regular and deliberate interactions with graduate outcome information, communities and industry, which in turn informs effective decisions that support increased positive outcomes and opportunities for students and graduates.</p>

⁴ See Appendix 1 for Educational Performance Indicator and NZMA disaggregated data for outcomes.

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:	Good
Findings and supporting evidence:	<p>NZMA’s purpose (to provide positive educational experiences for all students so they learn to move ahead) is embedded in all the design, delivery and support activity NZMA undertakes, from enquiry and enrolment to postgraduation and gaining of employment. Regular engagement with profiling tools, progression data, local communities and industry keeps the programmes offered at the various campuses current and relevant and aligned with local and national needs and skills shortages.</p> <p>Collective input drawn from student voice opportunities, regular staff meetings and a continuous improvement tool support moderation and outcomes data analysis used in annual programme reviews and minor programme updates. These granular insights help inform academic and senior management and allow for monitoring of each NZMA offering. Intensive programme reviews – previously done every four years – now occur every second year. Positive developments in programmes, processes and practice have occurred. However, documentation of these programme reviews to show the evidence used and leading to the improvements would strengthen current levels of self-assessment.</p> <p>A variety of learning activities and resources enable students to remain engaged. Regular discussions, group work, work placements, experiential learning projects and assignments that require personal experience not only maintain academic integrity but also create inclusive learning environments that meet students’ learning and cultural needs.</p> <p>Students undertake assessments when they are ready (informed by Power BI reports) and attest to gaining prompt feedback that has a positive focus and informs their learning. Comprehensive and regular moderation, both internally and externally, is designed to ensure that assessment is valid and fair. Overall, the moderation results have been mainly positive, with evidence of actions resulting in increasing verification of assessor decisions. Recommendations made are responded to in a timely manner</p>

	and monitored by academic management. However, application of the gained understanding is still occurring across all of the organisation, as shown by the issues still being identified in some areas.
Conclusion:	Regular interaction with programme-related data and all stakeholders ensures the programmes remain current, relevant and inclusive. Traceable evidence of action toward the two-yearly programme reviews is needed to support the self-assessment occurring. Moderation and generally strong assessment procedures ensure assessment is valid and fair, with NZMA actively working to ensure consistency of assessor activity is organisation-wide.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZMA provides extensive support opportunities and strives to understand the student's journey from enquiry through to completion and employment, to enable improvement in their services. A number of projects have been initiated to support improvement in the understanding of student support needs and actions to address them.</p> <p>NZMA's persona profiles and abandonment project⁵ provides insight into the applicant and their contributing environments. Actions resulting from the project findings include a high degree of contact and the development of personal relationships with course advisors alongside a 'goals' questionnaire. Increased engagement through the enrolment phase and starting a course supports students to meet their potential.</p> <p>Students gain all related course and study information through engagement with the course advisors or (international) agents which supports their enrolment and commencement of study. On arrival, students are oriented to their programme of study, campus and the support services available, both internal and external to NZMA. International students undertake a second</p>

⁵ NZMA has undertaken projects to understand the reasons for applicants applying or enrolling then either withdrawing their application/enrolment, becoming uncontactable or not turning up to the first day of course. NZMA has termed these factors as 'abandonment'.

	<p>orientation that is specific to their needs and the extra requirements surrounding international study.</p> <p>A number of in-course support tools are used alongside daily interaction, attendance and assessment results to monitor students' starting points, goal acquisition and progress. Staff engage daily and weekly with Power BI data to respond quickly to emerging needs. Six-weekly one-on-one meetings (Q-Time) with students allows regular adjustment of goals and support alongside keeping the student engaged and informed of their progress. The understandings gained from the Learner Success Project ensure that culturally appropriate support improves engagement with and success for Māori and Pasifika students.</p> <p>Student feedback is assured through student representatives and formal feedback. Small class sizes support students' networking through the development of a study whānau. Student kaiawhina embedded in each course also provide students with an alternative route to support or having a voice.</p> <p>Strong policies and procedures formed through self-review of the Code of Practice (2021) ensures the support needs of all of NZMA's students are being met.</p>
Conclusion:	<p>NZMA has a strong understanding of how to involve and support its students throughout the learning journey. Comprehensive support is provided internally, with external support options available as needed. NZMA's engagement with the Code of Practice has created opportunities for a strong student voice to contribute to NZMA activity.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZMA is part of a larger Australasian-based education group which provides governance and strategic guidance across all of its subsidiaries. The governance board for NZMA has set five goals against which the NZMA strategic plan is based. Regular meetings with members of NZMA’s executive management team inform of progress against the goals and plan.</p> <p>During 2019, NZMA amalgamated with other PTEs⁶ to become one of the largest PTEs in New Zealand. This amalgamation, plus changes at the chief executive level have led to restructures, decentralisation and new roles designed to increase the efficacy of academic leadership and facilitate organisation-wide direction. The positive effect on self-assessment, where the new academic leadership roles have been filled, is evident.</p> <p>NZMA’s purpose is embodied within every activity undertaken. Success factors have been set to give structure to how the organisation collects evidence to inform activities, reviews and changes.⁷ Regular meetings at all levels of the organisation’s structure discuss activity, set actions and adjust plans against these factors. Intensive interaction with live data enables NZMA to be responsive to emerging needs and trends at national, regional and community levels.</p> <p>NZMA has invested in forming partnerships and providing resources and facilities that support teaching and learning and prepare students for the workplace. Decisions around the viability of current programmes and future directions also includes an understanding of current and needed resourcing.</p> <p>Staff are recruited for their industry expertise, and on employment undertake a three-year professional training</p>

⁶ NZMA currently has three operating brands – NZMA, New Zealand Institute of Sport, The Culinary Collective; while one is in hiatus – College of Massage.

⁷ Key performance indicators and data collections relate to literacy and numeracy progress, attendance, successful assessment completion, responding to the student voice and equity of outcomes.

	programme that will build their skills and knowledge for adult and tertiary training alongside furthering their knowledge in related areas. For those staff members who seek career promotion within NZMA and the parent education group, a leadership development programme is also available. As these training opportunities are the same for other PTEs within the parent group, interaction and sharing occurs internally and externally to NZMA. Staff attest to feeling valued formally and informally, which is supported by the low staff turnover and investment by NZMA in wellbeing and professional development.
Conclusion:	NZMA has strong governance and leadership, a clear vision, and understanding of its business and of emerging trends. Monitoring of performance within NZMA is evidence-based and regular, resulting in effective support for educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Specific roles within the executive and senior management team are accountable for meeting different compliances and ensuring health and safety across all campuses. Annual scheduling and the use of calendars supports the NZMA staff to monitor and manage these compliance accountabilities. NZMA engages with the various regulatory bodies to gain greater understanding of their requirements and emerging needs.</p> <p>Regular compliance checks by campus managers support the bi-annual internal compliance audits which check that policies, procedures and documentation are current and fit for purpose. This proactive response to meeting compliance accountabilities means all NZMA staff are involved, ensuring that relevant legislation, rules and regulations are met. This enables a knowledgeable and timely response to any issues if they arise.</p> <p>NZMA regularly appraises its programmes to ensure NZQA rules and regulations are being met. If any concern arises, the issue is explored more fully to correct it.</p> <p>NZMA and the parent company combine to streamline activity with regards to the Code of Practice. Self-review is completed, and any gaps identified are addressed promptly.</p>

Conclusion:	NZMA proactively and comprehensively monitors its management of compliance accountabilities. The involvement of all staff in regular review of the relevant policies, procedures and documentation promotes inclusivity and timely responses to emerging needs.
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Focus areas

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

2.1 Focus area: International Student Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZMA collects outcomes data for the international cohorts and disaggregates it to provide insights for review purposes. This supports NZMA's aim to have a view of each student's whole journey to inform future activity.</p> <p>NZMA has a dedicated team focussing on supporting international students which works closely with an international team that sits within the parent company. Regular interaction between the two groups provides a consistency of practice that benefits from insights and self-assessment from multiple PTEs within New Zealand and Australia. It also enables comprehensive management and regular monitoring of international students and agents in accordance with the international clauses within the Code of Practice. This is evidenced through the completed audit of files. Self-assessment is evidenced through changes made to address the effects of the Covid pandemic and to support a streamlined service as the border reopens.</p> <p>International students are met by NZMA staff on arrival and are supported into accommodation where required. For students under 18 years of age, homestays are arranged and monitored as outlined in the Code of Practice. On commencement of study, international students are provided with an application that gives access to external support services and advice free of charge.⁸ This supports the 24/7 emergency contact services within NZMA. International-specific information is also available through a second separate orientation and regular interaction among international students. Otherwise, international students have access to the same services as the domestic students and are treated the same way as domestic students. This supports</p>

⁸ Access to this service has been extended to domestic students free of charge. Around 25 per cent of students use this service, with the rest preferring the face-to-face options available at each campus.

	the integration of international students into NZMA and the New Zealand cultures.
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2.2 Focus area: Trades programmes: Certificates in Electrical Engineering; and Plumbing, Gasfitting and Drainlaying (both Level 3)

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students on the two programmes in focus are achieving well and are having their personal goals well met. The programmes are of high relevance and support important valued outcomes to be achieved. Student goals and aspirations are well understood by the teaching staff, and students confirmed that they are having their goals met.</p> <p>Qualification completion rates have been improving for each of the last four years and are now above 85 per cent in both programmes.⁹ A persistent and significant disparity of between 15 and 25 per cent each year for Māori as compared with non-Māori completions is occurring. Boosting Māori achievement continues to be a priority for NZMA, and activity to date has yielded improvement, as seen in 2021 with (NZMA) Māori electrical student completion being 21 per cent higher than that in the PTE and ITP sectors.</p> <p>Graduate and student surveys are providing good insights which are used effectively. Relevant employment outcomes are strong – consistently 70-80 per cent and higher. This is very positive given the previously underserved nature of many of the student population for whom relevant sustainable employment is their aim.</p> <p>Teachers and managers have access to real-time achievement data and are beginning to use this data to bring about continuous improvement in outcomes for students. Staff have informal and formal opportunities to discuss achievement and strategies to ensure students are learning and achieving.</p> <p>Moderation processes and outcomes in both programmes are strong, leading to sound to assessment practice flowing from the organisation's established moderation and assessment processes.</p>

⁹ See Appendix 1.

2.3 Focus area: Early Childhood Education and Care suite of programmes (New Zealand Certificates Levels 3-5)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZMA has developed an internal pathway for students which supports either an interest or a current career in early childhood education and care (ECE). Self-assessment has resulted in a focused enrolment procedure that admits students with a real interest in the field, which in turn has increased the eventual success of these students (see Table 8, Appendix 1). Small class sizes with students of different ages and experiences creates a learning environment that is engaging and supports learner progress through exposure to peers' understanding and experiences. Students attest to a growth in confidence and a family environment as a result.</p> <p>With practicums required for each certificate level, a network of providers has been developed to provide students with experiences that match their interests, areas of need and locale. A comprehensive practicum agreement is completed, supporting the associate teachers and students with visits and online contact made regularly by NZMA tutors. Supervising centres attest to the preparedness and quality of NZMA students when commencing practicum. The continued and, in some cases, growing relationships also provide evidence of the standard of NZMA students and programme delivery.</p> <p>Most students are offered part-time employment with their practicum centres. This is monitored closely by NZMA and the provider to ensure students' study is not affected negatively.</p> <p>NZMA makes it clear in all related documentation that they do not offer training that will result in an ECE teacher qualification. In recognition that further education will be required, agreements with appropriate tertiary education organisations have or are being developed to enable further progression if needed.</p>

2.4 Focus area: Diploma in Hospitality and Culinary Management (Level 6)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>This qualification forms a pathway for learners who have achieved a related level 5 hospitality certificate and has been offered at both the Sylvia Park and Hamilton campuses. Prior to the pandemic, most learners studying this course were international learners (refer Table 9, Appendix 1). These learners had high rates of achievement in qualifications and courses. Once the New Zealand borders closed, learner numbers dropped off dramatically.</p> <p>NZMA management undertakes a comprehensive approach to assessing the viability of programmes. In the case of hospitality, NZMA decided to continue with this offering, as it is an integral part of the hospitality pathway, there is an articulation agreement in place for learners to complete degree study, and there has been considerable investment in facilities and resources. Changes have been effectively managed through moving staff to other courses, taking advantage of staff attrition, not offering programmes at the Hamilton campus, and recruiting more strongly from the local market.</p> <p>In 2019, NZMA undertook a review of the hospitality programme. Based on industry and student feedback, the programme was broadened to incorporate culinary management skills and knowledge with increased practical application. Students interviewed during the EER who were due to graduate gave examples of their plans for start-up businesses and how the internship programme has supported these.</p> <p>NZQA programme monitoring conducted in December 2021¹⁰ found that while NZMA has comprehensive internal and external moderation processes, there were some weaknesses identified with assessment materials and assessor decisions in this programme. NZMA has taken appropriate action in response to these findings. Assessments that assess practical skills have been reviewed to include appropriate opportunities for learners to submit evidence of these practical skills. Tutors interviewed spoke of their increased focus on developing learners' critical</p>

¹⁰ Monitoring outcomes – partially meets criteria

	thinking skills, and the expectations that these are evidenced in their assessments.
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2.5 Focus area: The Learner Success Project

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The Learner Success Project was perceived by NZMA as important, an area of strength, and an example of strategic focus. This evaluation found robust evidence to support the claim that it is a key part of NZMA’s focus on increasing parity in achievement and support for Māori, Pasifika and students with a disability (the Tertiary Education Strategy’s priority group learners).</p> <p>The strong self-assessment approach reflects robust needs identification. By analysing literacy and numeracy assessment (LNAT) data gathered across numerous cohorts of learners, NZMA identified that many Māori and Pasifika learners had significantly lower levels of literacy than their non-Māori or Pasifika peers, and that this was not improving over time. There had also been a decrease in Māori learner qualification completions in 2019.</p> <p>NZMA also wanted to more powerfully leverage the investment in the New Zealand Certificate in Adult Literacy and Numeracy Education and the embedding of literacy into the curriculum. This was highly commended in the last EER report. Robust, published research also informs the project¹¹, as does networking and consultation with staff and external groups (for example, developing a stronger working relationship with Pathways Awarua).</p> <p>Actions taken and the progress noted by the evaluators include significant additional investment in both leadership and staffing of the strategy (new roles); and the pilot of an approach to extending learners and better enabling literacy and numeracy</p>

¹¹ 2022 – *Shifting the Dial. The Economic and Societal Impact of Removing Barriers for Underserved Learners in Aotearoa*– a compendium of perspectives from NZMA and a range of economic, social sector and educational theorists and practitioners and NZIER. 2021 – *Under-served learners: The economic and wellbeing benefits of improving education outcomes*. A report to UP Education – a commissioned research and applied reasoning report from an economic consultancy.

	<p>gains at Hamilton campus. This has allowed for the testing of theory and will likely prove useful towards rolling out the strategy more widely. Learner Success is now embedded in NZMA operational and educational structures, which enables sufficient resourcing and underscores the importance of this area. It also connects well to the NZMA 'nurture strategy', which focuses on supporting learners from enrolment through to employment.</p> <p>Educational performance is improving. There is a strengthened focus and attention on effective use of the LNAT and uptake of Pathways Awarua, as well as embedding practices, and increasing literacy and numeracy gains for many learners. There is a stronger focus on building teacher capability. These activities are showing signs of gaining traction and bringing benefits across sites and programmes. This project is still relatively new. A dedicated Learner Success team was formed in August 2021 and is certainly well on track to significantly building on the 'good process' features identified by NZMA and NZQA.</p>
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Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that New Zealand Management Academies Limited:

- Show traceable evidence of the full cycle of programme-related self-assessment including time-bound actions, allocated responsibilities and review of impacts to inform significant reviews of the programmes.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix 1

Table 1. Educational Performance Indicator overall learner completions (from Ngā Kete)

	2021	2020	2019	2018
Qualification NZMA(PTE/ITP)	74% (68%, 51%)	71% (62%, 51%)	72.5% (63%, 54%)	76% (63%, 53%)
Course NZMA(PTE/ITP)	79% (80%, 83%)	76% (80%, 84%)	79% (81%, 84%)	81% (81%, 83%)

Table 2. NZMA domestic learner qualification completions (NZMA student management system – SMS)

	2021	2020	2019	2018
All domestic	76%	85%	70%	72%
Māori	70%	81%	62%	68%
Pasifika	71%	87%	68%	69%
Non-Māori or Pasifika	81%	86%	78%	79%

Table 3. NZMA international learner qualification completions (NZMA SMS)

	2021	2020	2019	2018
All international	99%	87.7%	87.5%	90%
All domestic	76%	85%	70%	72%

Table 4. NZMA domestic learner course completions (NZMA SMS)

	2021	2020	2019	2018
All domestic	80%	87%	74%	77%
Māori	73%	84%	68%	72%
Pasifika	76%	88%	72%	73%
Non-Māori or Pasifika	84%	87%	81%	85%

Table 5. Qualification and course completion parity for Māori and Pasifika students compared against domestic non-Māori and Pasifika students' completion results (NZMA)

Course completion		2021	2020	2019	2018
	Māori	-11%	-3%	-13%	-13%
	Pasifika	-8%	1%	-9%	-12%
Qualification completion		2021	2020	2019	2018
	Māori	-11%	-5%	-16%	-11%
	Pasifika	-10%	1%	-10%	-10%

Table 6. NZMA international learner course completions (NZMA SMS)

	2021	2020	2019	2018
All international	98%	98%	93%	93%
All domestic	80%	87%	74%	77%

Table 7. Educational Performance Indicator and NZMA overall learner outcomes (progression to higher study/employment) (Ngā Kete and NZMA sources)

	2021	2020	2019	2018 ¹²
Sector median (PTE + ITP) (all funds, all levels)	38%(p)	36%(p)	36%(p)	35%(p)
NZMA (all funds, all levels)	37%(p) 38%(e)	36%(p) 39%(e)	46%(p)	54%(p)

Table 8. Early Childhood Education and Care Suite qualification completions (NZMA SMS)

	2021	2020	2019	2018
Certificate in Early Childhood Education and Care (Level 3)				
All domestic	60%	90%	84%	68%
Māori	52%	77%	83%	49%
Pasifika	56%	100%	75%	81%
Non-Māori/ Pasifika	64%	91%	89%	77%
	2021	2020	2019	2018
Certificate in Early Childhood Education and Care (Level 4) Centre-based				
All domestic	73%	86%	67%	80%
Māori	70%	75%	63%	63%
Pasifika	61%	82%	65%	85%

¹² For 2018 and 2019, only progression to higher study data was captured. From 2020 onward, both employment and progression to higher study data has been collected and reported on. In Table 7, progression to higher study data is indicated by p beside the percentage and employment data is indicated by e.

Non-Māori/ Pasifika	87%	88%	70%	88%
Certificate in Early Childhood Education and Care (Level 4) Home-based				
All domestic	94%	76%	NA	NA
Māori	50%	NA	NA	NA
Pasifika	100%	92%	NA	NA
Non-Māori/ Pasifika	80%	40%	NA	NA
Diploma in Early Childhood Education (Level 5)				
All domestic	79%	81%	85%	87%
Māori	100%	40%	50%	90%
Pasifika	76%	86%	88%	83%
Non-Māori/ Pasifika	80%	86%	89%	90%

Table 9. Diploma in Hospitality and Culinary Management (Level 6) qualification completions (NZMA SMS)

	2021	2020	2019	2018
All domestic	33% (1/3)	18% (2/11)	75% (3/4)	33% (1/3)
Māori	100% (1/1)	0% (0/4)	0% (0/1)	0% (0/2)
Pasifika	0% (0/1)	0% (0/1)	N/A	N/A
Non-Māori/ Pasifika	0% (0/1)	33% (2/6)	100% (3/3)	100% (1/1)
International	99% (201/203)	93% (99/106)	92% (94/102)	83% (82/95)

Table 10. Electrical Engineering Level 3 programmes cohort-based qualification completions (NZMA SMS)

	2021	2020	2019	2018
All domestic	87%	88%	77%	67%
Māori	75%	63%	64%	33%
Pasifika	87%	91%	70%	60%
Non-Māori/Pasifika	91%	100%	94%	100%

Table 11. Plumbing, Gasfitting and Drainlaying Level 3 programmes cohort-based qualification completions (NZMA SMS)

	2021	2020	2019	2018
All domestic	85%	73%	73%	85%
Māori	67%	100%	38%	63%
Pasifika	80%	71%	81%	56%
Non-Māori/Pasifika	64%	72%	71%	67%

Final

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 fraud¹³*
- *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.*

¹³ 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 2021, which are made by NZQA under section 253(1)(pa) of the Education and Training Act 2020 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 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 2021. 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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