

# Report of External Evaluation and Review

International Educational Foundation  
(NZ) Incorporated trading as  
International Pacific College

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: *28 July 2015*

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*Final Report*

# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

Name of TEO:	International Educational Foundation (NZ) Incorporated trading as International Pacific College
Type:	Private training establishment (PTE)
First registered:	8 February 1991
Location:	57 Aokautere Drive, Palmerston North
Delivery sites:	One main site as above, with a new site recently approved at the Foreign Trade University, Ho Chi Minh City Campus, Vietnam
Courses currently delivered:	Programmes and approximate student enrolments (EFTS – equivalent full-time students): <ul style="list-style-type: none"><li>• Diploma of International Studies (including Foundation English programme) (178)</li><li>• Diploma of Japanese Studies (five)</li><li>• Bachelor of Contemporary International Studies (171)</li><li>• Graduate Diploma of International Studies (two)</li><li>• Postgraduate Diploma of International Studies (87)</li><li>• Master of International Studies (13)</li></ul>
Code of Practice signatory:	Signatory for international students

Number of students (2014)	Domestic: 47 EFTS (Māori, 10 EFTS; Pasifika, five EFTS)  International: 398 equivalent full-time students
Number of staff:	74 full-time equivalents  14 part-time
Scope of active accreditation:	International Pacific College (IPC) offers a broad range of programmes at undergraduate and postgraduate levels in international and language studies. Further details can be found at: <a href="http://www.nzqa.govt.nz/providers/details.do?providerId=855050001&amp;site=1">http://www.nzqa.govt.nz/providers/details.do?providerId=855050001&amp;site=1</a>
Distinctive characteristics:	IPC has been operating since 1991, and student enrolments have steadily increased over this period. IPC offers programmes from levels 5-8 on the New Zealand Qualifications Framework that incorporate a range of interdisciplinary courses, with focused attention on communication, research and critical thinking. An increasing number of students are now undertaking internships as part of their study.  Over 20 nationalities are reflected in the demographic spread of staff and students. The majority of students live on campus. IPC's Board of Trustees and the chairman/chief executive live in Japan. IPC has a significant number of bilingual and multilingual staff with extensive international educational experience.
Recent significant changes:	Since the last external evaluation and review (EER) in 2011, enrolment numbers have increased from 340 EFTS to 457 EFTS. The main growth has been in postgraduate programmes which have increased from six EFTS to 100 EFTS.  The name of the Bachelor of International Studies was recently changed to Bachelor of Contemporary International Studies. There has also been a growth in student exchanges with International Pacific University <sup>1</sup> , Japan. IPC no longer offers the Diploma of Japanese Studies (Advanced) and the

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<sup>1</sup> International Pacific University and IPC are both members of the SOSHI Educational Group, an international consortium which includes educational organisations in New Zealand and Japan.

Diploma in International Sport Studies.  
Postgraduate programmes now have a greater focus on business content.

In 2015 a number of senior staff retired, including the IPC president.

In 2013 the Queenstown campus was closed, and recently a new overseas campus in Vietnam was approved.

Previous quality assurance history: At the previous EER of IPC, NZQA was Highly Confident in the PTE's educational performance and Confident in its capability in self-assessment.

The latest NZQA external moderator's report conducted in March 2015 identified that the quality of education provided at IPC was good, and the PTE was commended for the emphasis placed on staff research and their commitment to providing a sound educational experience for the students. While some strengths and opportunities for improvements were provided, no specific requirements for implementation were needed.

## 2. Scope of external evaluation and review

The focus areas for the EER included the mandatory focus area:

- Governance, management and strategy

In addition, the following focus areas were selected:

- Code of Practice for the Pastoral Care of International Students
- Bachelor of Contemporary International Studies (BCIS)
- Postgraduate programmes – including Master of International Studies (MIS) and the Postgraduate Diploma of International Studies (PDIS)

The Code of Practice for the Pastoral Care of International Students was included as the majority of IPC students are international. The BCIS programme was selected as 84 per cent of IPC domestic students enrol in this programme. The degree programme also includes courses that are common to the Diploma of Japanese Studies and the Graduate Diploma of International Studies. In addition, a number of students pathway to the degree from the Diploma of International Studies. The postgraduate programmes were selected as these largely account for IPC's growth since the last EER. The PDIS programme also has common courses

(150 credits) with the MIS programme, with the latter requiring students to complete a further 90 credits (research options).

### 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

A team of two evaluators visited IPC's Palmerston North site over three days. While on site, the team interviewed the following people: the board chair/chief executive in Japan by Skype video link; the IPC New Zealand president; faculty deans; teaching staff; students; academic registrar; recruitment manager; assistant to the Board of Trustees; retention and careers staff; student support staff; academic learning support staff; recruitment staff; cultural adviser; community liaisons officer; members of the academic board; members of the academic advisory committee; and internship providers. The team also viewed a range of documentation and electronic records to confirm and validate matters discussed during the evaluative conversations.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **International Educational Foundation (NZ) Incorporated trading as International Pacific College**.

- IPC has high levels of course achievement. The most recent complete set of data (2014) shows 93 per cent achievement rates for all students, 93 per cent for BCIS degree students, and 97 per cent for postgraduate (PDIS/MIS) students. These high achievement rates are validated by comprehensive and effective internal and external moderation processes, confirming that assessments are consistent, valid and reliable.
- Overall rates of student retention are also high, with the latest results available for 2014 showing 91 per cent retention rates achieved. This has a noticeable link to the high qualification achievement rates, with 95 per cent of postgraduate students who enrolled in 2013 completing their qualification, and 72 per cent of BCIS students who enrolled in 2011 completing by 2014 (with some students still studying their degree, this is likely to increase further in 2015).
- Because of the uniqueness of its programmes, students acquire a broad range of knowledge and skills (particularly cross-discipline, transferable skills) within a multicultural and multinational environment. This has prepared them well for their future careers, with high levels of employment acquired in jobs of direct relevance to their study and/or prior experience (i.e. 69 per cent for graduates who gained employment between 2011 and 2014).
- IPC has created strong relations with its external stakeholders in New Zealand and in many overseas countries, particularly in the Asia-Pacific region (where it has over 80 active memorandums of understanding). It is clear that these relationships have created significant benefits for all parties, including staff and students, ensuring the PTE's international studies programmes are well aligned to different multicultural and multinational needs.
- Teaching is highly effective, which is evident from a broad range of documents viewed and from evaluative conversations held. Students consider the delivery techniques to be appropriate in meeting their needs and consider staff to be very supportive. Oversight and appraisal and development of teaching is very robust.
- Lecturers are very well qualified, with a large number (approximately 15) having PhDs or doctorates. Most teaching staff hold TESOL (Teaching English to Speakers of Other Languages) qualifications, with many also

having adult teaching certificates or higher. It was also evident that staff who are teaching degree and postgraduate programmes are research-active, providing ongoing related input into maintaining programme currency and relevance.

- IPC has invested heavily in its student guidance and support services, which are used at all stages of students' experiences, from their initial interest in enrolment through to employment on graduation. These services are highly valued by students and have contributed to the significant increase in retention rates. Overall, there is clear and comprehensive evidence that IPC has highly effective processes in place that have supported and contributed to learner achievement and outcomes.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **International Educational Foundation (NZ) Incorporated trading as International Pacific College**.

- IPC has a comprehensive system for one-to-one monitoring of student attendance, progression and achievement across the organisation, which has had a noticeably effective impact on retention rates (from 81 per cent in 2011 to 91 per cent in 2014), leading to high qualification achievement.
- There are robust self-assessment processes used for monitoring student results at different levels of the organisation, with focused attention given to individual assessment results and grades, and to developing related support and guidance to help students progress and improve.
- Since the last EER, IPC has had a strong focus on using and evaluating feedback obtained from its regular internal engagement (with staff and students) and external stakeholder engagement to ensure the content, skills, knowledge and attributes developed within the programmes remain relevant and of value to all parties. A large number of projects initiated from these evaluative processes have resulted in a number of programme changes that have had a positive impact.
- IPC uses clear and effective self-evaluation processes for the ongoing monitoring of teacher performance and areas for improvement. The outcome of these evaluative processes have led to continuous improvements being made to teaching and assessment practices, course/paper content, and staff professional development activities.
- Support staff carry out regular reviews, including the evaluation of end-of-term student surveys, to ensure accommodation facilities and all other matters of relevance to students are attended to and used to identify any areas for improvement. A number of examples of related changes made



that have had a positive impact were able to be identified both by staff and students.

- Overall, IPC has effective self-assessment processes across the organisation, which has led to a range of continuous improvements. Given the PTE's current size and potential growth in the future, self-assessment could be further enhanced by having a more structured process that collates and evaluates data in a more aggregated and broader way at organisational level (e.g. by analysing and evaluating data against relevant goals/benchmarks/performance indicators). However, these are not significant gaps and are not affecting continued high educational performance.

# Findings<sup>2</sup>

## 1.1 How well do learners achieve?

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

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

Overall, IPC has high levels of course achievement (see Table 1). IPC has a comprehensive one-to-one monitoring of student progression and achievement across the organisation. Students who are noticeably struggling in class or do not pass an individual course (paper) assessment are immediately identified, resulting in individual discussions and related support intervention.

There is a noticeable increase in international student course achievement rates since 2011, with very high rates of achievement during the past two years (95 per cent). While domestic students are not achieving at the same levels as international students, their overall course completion rates have remained at reasonably high levels of 80 per cent or above since 2011, with Māori students achieving at similar levels. Pasifika student numbers are very small (currently six EFTS), and the evaluators recognise that this limits statistical analysis of achievement data for this group. Youth learners account for the majority of IPC learners and are achieving at similar levels to other learners.

**Table 1. Course completion rates summary, 2011-2014**

	2011			2012			2013			2014		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
BCIS	84%	87%	<b>86%</b>	89%	91%	<b>91%</b>	84%	97%	<b>94%</b>	78%	97%	<b>93%</b>
PDIS/MIS	100%	75%	<b>78%</b>	100%	100%	<b>100%</b>	100%	99%	<b>99%</b>	100%	97%	<b>97%</b>
All IPC programmes	82%*	84%	<b>84%</b>	84%*	88%	<b>88%</b>	86%*	95%	<b>94%</b>	80%*	95%	<b>93%</b>

\*Overall domestic completion rates taken from Tertiary Education Commission data. All other data provided by IPC.

The interdisciplinary nature of IPC programmes is clearly providing students with a broad range of knowledge and skills (particularly cross-discipline, transferable skills) within a multicultural and multinational environment. Many students also

<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

undertake local internships as part of their study, which is viewed by all parties (IPC, internship providers and students) as having a positive impact by enhancing students' confidence and transferable skills in a real-world environment, and preparing them well for future employment.

Retention rates are the priority goal for IPC, with the latest data showing that overall retention rates in 2014 were very high (91 per cent), with a noticeable pattern of improvement since 2011 (81 per cent), which is a strong indication that IPC is progressing well towards its high-level goal/key performance target of 95 per cent (with a maximum of 5 per cent withdrawals), and that this is also having a positive impact on overall course and qualification completion rates.

Due to a range of factors that can distort standard ways of calculating qualification completion rates<sup>3</sup>, IPC reviews these rates largely on an individual basis in conjunction with course progression and retention. Summary data provided shows that of those students who enrolled in the BCIS in 2011, 72 per cent acquired their degree qualification by 2014. As some students have yet to complete their BCIS, this is likely to increase further in 2015, indicating good levels of achievement (a clear increase on the 62 per cent achievement rate for 2009 enrolments). PDIS qualification achievements have remained consistently high (96 per cent for 2012 enrolments and 95 per cent for 2013).

There are robust self-assessment processes used for monitoring student results at different levels of the organisation, from course grade level through to programme level. These self-assessment processes have been used to identify areas for improvement and related actions have been initiated to address them. A particular focus has been on initiating changes to improve domestic achievement rates in the BCIS (which accounts for most of IPC's domestic students), including the creation of an Advanced English Skills paper to improve their writing skills and support their performance in content papers. The effectiveness of this and other initiatives is monitored, although the full outcomes remain unknown at this stage.

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<sup>3</sup> For example, changing patterns in enrolment numbers; large numbers of students moving into the degree before completing their diploma; students not studying in the summer term.

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

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

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

IPC has developed a clear and strong process for monitoring outcomes, both for domestic and international graduates. As the majority of students leave New Zealand upon graduation, IPC has developed effective and multiple ways for capturing data (e.g. social media, text messaging, phone calls and other sources), which has enabled it to gain a good understanding of graduate outcomes. The results (Table 2) show positive outcomes, with 86 per cent of students who graduated between 2011 and 2014 gaining employment or continuing their study.

**Table 2. Graduate outcomes\*, 2011-2014**

	In work	Relevance of work**	Studying
Domestic students	70%	86%	27%
International students	77%	67%	7%
Total	76%	69%	10%

\*Based on data gathered from 311 graduates that IPC was able to contact during this period.

\*\*Percentage of graduates whose job is related to their study or previous experience.

The interdisciplinary nature of the IPC programmes has led to positive and relevant outcomes for students both before and following completion of their qualifications. For example, from interviews with students and external stakeholders it was clear that local internship experiences are highly valued and supported, which has enabled students to not only use their cognitive and transferable skills and knowledge in a practical workplace setting, but also to make a more informed choice for their career directions and future employment.

In addition, students interviewed confirmed that as most of them are accommodated on campus in the halls of residence, they develop good friendships with their peers and communicate with them in the language they are studying (e.g. domestic students specialising in Japanese, international students using English language). This has not only enhanced their second language, community engagement and communication skills, but has also improved their confidence for working overseas in a different cultural and language environment. The PTE's connections with external stakeholders are of benefit not only to IPC and the students, but to graduates also. IPC has created a number of collaborative arrangements<sup>4</sup>, particularly in Asia-Pacific countries, including: staff and student

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<sup>4</sup> IPC currently has over 40 memorandums of understanding and letters of intent with secondary schools, and has a similar number with tertiary providers (largely universities).

exchanges; international collaborative projects (e.g. a partial overseas-delivery degree scheme with a Vietnamese university); development of joint educational programmes and research studies; joint lectures, conferences and seminars; and sharing of educational materials.

Self-assessment occurs at all levels of the organisation, with a primary focus on maximising effective outcomes for all students. Particular attention is given to using the feedback obtained from the regular engagement externally and internally (with students) to ensure the skills, knowledge and attributes developed within the programmes remain relevant and of value to all parties. Changes initiated from stakeholder and student feedback were also evident (e.g. increasing employment opportunities for graduates by strengthening TESOL options within the BCIS and creating student exchanges with the PTE's sister tertiary institution, International Pacific University in Japan).

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

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

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

IPC uses its strong domestic and international networks to ensure its programmes remain current and are meeting learner and stakeholder needs. In addition to meeting the needs of overseas education providers through the extensive range of memorandums of understanding and letters of intent, IPC also has relevant engagement with other external stakeholders, including the SOSHI Educational Group, which has resulted in some students undertaking exchange programmes with related overseas institutions. Given that there are a number of students studying Japanese language at IPC, it is clear that such exchanges provide opportunities for students to enhance their knowledge and understanding of the cultural environment to which their language study relates.

IPC's active engagement with local communities has clearly been beneficial to all parties. A number of examples were evident, including a broad range of educational and community events hosted on campus (e.g. International Spring Festival<sup>5</sup>, Japanese Speech Contest, and the Omatsuri Japanese festival<sup>6</sup>). IPC also sponsors students' clubs, activities and sports, which students particularly value, enabling them to connect and participate in the local community, which was

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<sup>5</sup> An annual event that draws over 5,000 visitors. The festival celebrates all cultures by means of food stalls, children's activities, cultural displays and musical and dance performances.

<sup>6</sup> This festival is for high school teachers and students from the lower North Island and IPC hosted 250 at this year's event

viewed very positively by the students. Students were also strongly appreciative of IPC's country-wide field trips, which have enabled both domestic and international students to gain a broader understanding of New Zealand culture and its environment.

IPC's active engagement with the tangata whenua, Rangitane O Manawatu and Te Wānanga O Aotearoa provides good evidence of IPC's commitment to enhancing the students' understanding of local Māori culture and to also strengthen the enrolment intake of Māori students. Examples provided of this engagement included a range of activities: an annual powhiri ceremony, marae visits, field trips and the opportunity to join a kapa haka group. Notably, this engagement is now into a second generation of connection with iwi. It is ongoing and authentic.

Evaluative reviews occur on a regular basis at course/paper content level and at programme level, based on stakeholder and student feedback. Since the previous EER, IPC has been introducing a range of programme changes to reflect this feedback. As noted earlier, the recent expansion of internship courses across programmes is meeting student and stakeholder needs, which is strengthening students' employment preparation. In addition, IPC is aware from its contacts with a number of Asian universities that there is a growing demand for degrees in foreign languages to be incorporated into more wide-ranging majors (to enhance career and further study options). While this confirmed the demand for the interdisciplinary nature of IPC's current programmes (which combine interdisciplinary content and language competencies) it was also clear to the evaluators that IPC has strengthened this further by taking on board feedback from its own students by introducing more business-specialist elective papers to its higher-level programmes. Such changes have led to increased enrolments in the BCIS International Business major, which now enables students to specialise in accountancy. A substantial increase in PDIS and MIS enrolments is also evident following the introduction of a broad range of business and management papers.

A recent example of change made to ensure IPC continues to match student needs at entry level occurred in response to some international students who enrolled in the PDIS programme but whose English language and literacy levels were lower than expected.<sup>7</sup> IPC was proactive in attending to this issue through the introduction of a two-hour weekly support class. It was also evident from documents viewed that this has worked well and has helped students progress to higher levels to meet assessment requirements. In addition, it was apparent from interviews and documents viewed that this has also led to the few students who were not compliant with IPC's plagiarism policy/rules improving their awareness, attitudes and language skills to successfully complete their assessments.

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<sup>7</sup> Entry requirements had met the NZQA minimum entry criteria for overseas students gaining relevant qualifications through the medium of English. IPC now requires postgraduate students to have an IELTS (International English Language Testing System) score of 6.5 or equivalent test results, which aligns with related changes also being made by NZQA.

## 1.4 How effective is the teaching?

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

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

Teaching is highly effective, which is evident from a broad range of documents viewed and from evaluative conversations held. As identified earlier, IPC has a commitment to achieving high levels of student retention, with a clear focus on individual monitoring of student progression and related support provided throughout their study. Positive feedback on teaching was also evident from completed student evaluation feedback forms (formally conducted at the end of the term for each paper) and from student interviews.

IPC has comprehensive and effective internal and external moderation processes that ensure all course assessments are consistent, valid and reliable. Grading of paper assessments is closely viewed by the PTE's internal moderation committee, with a strong focus on assessment marking being consistent and fair. In addition, a comprehensive selection of major assessments are pre- and post-moderated each term (using standard templates) as part of the peer moderation system. The process is also used to identify areas for improvement. An example provided included the identification of a trend of poor referencing which was subsequently addressed by running specialist tutorials, which resulted in significant improvements. External moderation is also done in a systematic way, with sample papers by course moderated each year (which includes course content as well as assessment) by academics from various New Zealand universities, with all papers moderated over a three-year period. It was evident from the moderation results reviewed that the processes used were highly effective, the results were consistent, and there were no areas of concern noted by the moderators.

Teaching staff are very well qualified, with approximately 15 staff having PhDs or doctorates. Most teaching staff also hold TESOL qualifications, with many also having adult teaching certificates or higher. To maximise alignment with the broad range of multinational backgrounds of the students, many teachers employed are from similar countries. In addition, teaching staff attend induction workshops to enhance their understanding of the cultural styles and backgrounds of their students. It was also evident that staff teaching degree and postgraduate programmes are research-active. Teaching staff interviewed also confirmed that they have good support from management for their professional development, including conference attendances (relating to specialist content and teaching practices) and research activities.

IPC uses clear and effective self-evaluative processes for the ongoing monitoring of teacher performance, and initiating relevant changes. Regular peer and

management observation of teaching staff (using a SWOT<sup>8</sup> process) occurs across the organisation. The results contribute to a robust and comprehensive annual performance review process conducted by the faculty deans. This involves staff completing a standard key results area form that incorporates the results of student evaluations, peer and management observations, internal and external moderation results and, if relevant, related student achievement data. This information is also used by lecturers to self-reflect on their own performance prior to their performance review (including the results of intended goals from the previous year's review). The review identifies goals for the coming year (including any areas for improvement), which confirms that there is a strong evaluative process of looking back and looking forward. Teaching staff also meet regularly (e.g. weekly meetings, monthly workshops) to share their experiences and ideas for improvement. A number of examples were provided of resulting changes in practices (such as different pedagogical approaches) and processes used.

### 1.5 How well are learners guided and supported?

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

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

IPC has a comprehensive and effective range of student guidance and support processes in place, which are used at all stages of the students' experiences with IPC, from their initial interest in enrolment through to employment on graduation. In the recruitment stage, maximum information is provided to students to ensure they have a full understanding of IPC, which includes visits to students and parents in their own country. This preparatory process has been enhanced through the overseas memorandum of understanding and letter of intent agreements, which account for most international enrolments.

IPC uses appropriate and effective processes to ensure it maintains compliance with the Code of Practice for the Pastoral Care of International Students. From student interviews and documents viewed, it was clear that students are provided with a full range of information to prepare them for living and studying in New Zealand, which meets all Code of Practice requirements. Once on campus, appropriate and effective orientation processes are in place to ensure students are fully customised to IPC and its multicultural environment. As noted, in order to enhance students' knowledge, well-being and confidence, ongoing community engagement opportunities are provided throughout their study (e.g. field trips, campus events, club and sport activities, internships), all of which are highly appreciated by the students.

IPC has small class sizes (in 2014 the staff:student ratio averaged 1:12) which enables all students (domestic and international) to be carefully monitored throughout

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<sup>8</sup> Strengths, Weaknesses, Opportunities, and Threats.



their study, including attendance, assessment results, learning progression and well-being. It was evident from interviews that students are well supported throughout their study, both by teachers and support staff, and have relevant staff contact details if needed. As with teaching staff, recruitment and support staff are also from multinational backgrounds, enabling them to align with the broad multinational/multicultural backgrounds of the students enrolled.

To ensure the English language levels of international students are progressing to expected higher levels during their study, an English proficiency test is used on a regular basis throughout the students' study. Evidence was provided (through videos that capture language skills) to show that the test is used to analyse results, giving IPC a clear understanding of student progression, which has enabled the PTE to identify and provide related support for students as needed.

IPC also have a 100 per cent attendance expectation for both domestic and international student attendance. Teaching staff monitor students' attendance, participation and performance on a weekly basis, and any issues are immediately followed up and relevant one-to-one support is provided (e.g. from teachers and/or the student support team). Effective processes are also used to maximise support and guidance for students considered to be at risk. For example, IPC has a Retention Management Group (which includes academic programme student managers, the recruitment team and student support staff), who meet monthly to share related information and initiate actions to try to mitigate and address related issues. Strong retention and achievement results indicate that the above support processes are working well.

IPC also has effective processes in place to identify student career intentions (identified from students completing a career direction survey), and provides subsequent guidance. In addition, prior to graduating, students are given the opportunity to attend career guidance workshops through a contracted career advice and support specialist, enabling students to identify related career paths and the skills and attributes needed to prepare them for the different stages of acquiring employment (e.g. CVs, job searches, applications, and interviews).

Support staff have clear and effective evaluative processes in place, which include regular reviews of accommodation facilities and all other matters of relevance to students, including Code of Practice rules and details. In addition, end-of-term student surveys are used to identify any areas for improvement. A number of examples of resulting changes and improvements were provided (such as changes to the student handbook; upgrading campus accommodation furniture and appliances; website updates enabling access by agents, partners and students).

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

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

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

There is a clear strategic focus at governance and management level to maximise learner retention and achievement, which has resulted in learners acquiring unique and valuable qualifications that embrace specialist content and language competencies with a broad range of cognitive, interdisciplinary and transferable skills within multicultural and multinational environments.

There is a strong connection between governance and senior staff (management), with the Board of Trustees chair/chief executive having regular communication (through site visits, emails, phone calls and tele-conferences) with the New Zealand president and staff. In addition the chair/chief executive has ongoing contact with key stakeholders in New Zealand at a strategic level through regular contact (e.g. local council, the Tertiary Education Commission and NZQA).

Stakeholder engagement at governance level is also occurring internationally. An important example is the large number of memorandums of understanding with schools and universities across a large number of overseas countries which, as noted earlier, has resulted in clear benefits for all parties.

IPC has invested heavily in student support, recruitment and other related services areas in order to maximise its student retention rates and related qualification achievements. Such investment is also apparent in campus resources and facilities (e.g. library, accommodation, IT, classrooms), which was supported by the positive feedback from students interviewed. Library staff indicated that there are approximately 90,000 visits per year by students (which on average equates to students visiting the library at least twice per week), confirming that students highly value the learning resources available. As noted in key evaluation question 1.5, the facilities and resources are regularly reviewed, including taking on board student feedback on areas for improvement, indicating that IPC is very supportive of the students. In addition, the Soshi Education Group offers scholarships to IPC international students and the Japan New Zealand Partnership Foundation offers scholarships to IPC domestic students, with a focus on providing access to higher education for those who are unlikely to have the resources to do so.

Teachers interviewed confirmed that IPC provides related resources and facilities to support their teaching and professional development. IPC also encourages high teacher performance through its annual teaching and research awards, which are presented at the graduation ceremony.

Management responsibilities are currently delegated to different senior staff, supported by a number of academic groups/committees (Retention Management Group, Academic Board, Internal Moderation Committee, Research Committee, and Academic Advisory Committee), with key results reported to the Board of

Trustees through the president.<sup>9</sup> This management structure has worked well for IPC in recent years, which is evident from its high student achievement and retention rates and the value of outcomes for its graduates. Given the PTE's current size and potential growth in the future, having a more coordinated management structure that collates and evaluates data in a more aggregated and broader way at organisational level (e.g. by analysing and evaluating data against relevant goals/benchmarks/performance indicators) will help ensure IPC maintains and further strengthens its performance.

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<sup>9</sup> The president recently retired and at the time of the EER visit IPC were in the process of reviewing the leadership/management structure.

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

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

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

### 2.2 Focus area: Code of Practice for the Pastoral Care of International Students

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: Bachelor of Contemporary International Studies

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: Postgraduate programmes (including Master of International Studies and Postgraduate Diploma of International Studies)

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

NZQA recommends that IPC develop a more coordinated approach to self-assessment at management level, including:

- Creation of broader benchmarks/performance indicators for monitoring educational performance (including learner achievements and outcomes)
- Aggregation and evaluation of performance data to identify further trends/patterns (e.g. by course, by demographic, by programme, over time), areas for improvement, related actions, and their subsequent monitoring.

# 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)