

Tertiary Education Commission

Audit Report

The Catholic Institute of Aotearoa New Zealand –
Te Pūtahi Katorika ki Aotearoa

Student Achievement Component Funding

Edumis Number: 8498
Audit Date: 12 - 14 April 2016
Draft Report Release Date: 22 April 2016
Final Report Release Date: 09 May 2016

Released under the
Official Information Act 1982

1 Purpose

The purpose of the audit was to provide assurance that The Catholic Institute of Aotearoa New Zealand – Te Pūtahi Katorika ki Aotearoa (TCI) is meeting the Investment Plan Funding Conditions as referred to in the Tertiary Education Commission (TEC) letters of approval dated 4 December 2014 and 21 December 2015. The funding approved includes Student Achievement Component funding.

2 Scope

The scope of the audit was aligned to the performance commitments in the TEC Investment Plan and the associated funding obligations between TEC and TCI. The scope was outlined in the audit arrangements letter.

The focus areas included:

- The reporting through the Single Data Return, including recording enrolments and withdrawals.
- The Annual Maximum Fee Movement (AMFM) policy relating to fees and course costs.
- The refund of fees that have been overcharged.
- The financial support for the equipment infrastructure required to deliver the approved qualifications.
- Whether inducements or benefits have been provided to students.
- Responsibility for subcontracting arrangements.
- Compliance with the requirements in Part 18 of the Education Act 1989.
- Any other TEC funding matters.

An audit is a snapshot of an organisation's performance at a particular point in time and may not, as such, provide a view of ongoing compliance. An audit is based on sampling and issues may remain undetected. The outcome of this audit will contribute to decisions made by TEC relating to current and future funding.

3 Background

This audit is part of TEC's ongoing monitoring of Tertiary Education Organisations.

TCI is a Private Training Establishment (PTE) based in Wellington with delivery sites throughout New Zealand. Programmes are also offered through distance delivery.

The organisation receives Student Achievement Component funding for the following qualifications:

- PC9298 Diploma in Pastoral Leadership (Level 6)
- PC2703 Certificate in Catechetical Studies (Level 5)
- PC2704 Diploma in Religious Studies (Level 6)
- PC9637 Certificate in Pastoral Ministry (Hospitals) (Level 5).

The four local qualifications expire in mid-2017. Students will have a further 18 months in which to complete their local qualification.

TCI has been involved in the Targeted Review of Qualifications (TRoQ) and intends to replace the programmes with New Zealand qualifications at levels 5 and 6.

The table below provides a breakdown of 2015 and 2016 allocated funding:

Fund	2015 (\$ GST exclusive)	2016 (\$ GST exclusive)
Investment Plan		
Student Achievement Component	\$ 287,932	\$ 287,932
Total	\$ 287,932	\$ 287,932

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4 Findings

The findings were:

- There is no formal delegation for signing the Single Data Return attestation.
- All enrolment forms in the sample of records reviewed had been signed by the student but most had not been counter-signed by the PTE.
- Students enrolling in programmes can be enrolled in face-to-face or distance learning courses. This is explained by some delivery sites not offering all programmes or students electing to study some of their courses by distance learning. The result is that students can be reported in the Single Data Return at a specific site and as distance learners (code 98).
- Students enrolling in courses of personal interest (and not intending to complete a formal qualification) are reported as domestic fee-paying students (code 03). This complies with the new 2016 funding condition that requires all students to be reported through the Single Data Return. The funding condition is *SDR001 (PTE): TEO to supply information and report to the TEC*. Students enrolled in this manner are awarded a certificate after attending two courses. This is a certificate of attendance only.
- TCI is anticipating, but has not yet modelled, spikes in Education Performance as a consequence of changing from local to New Zealand qualifications.

5 Recommendations

The recommendations were:

- A delegation should be formalised to authorise the Single Data Return attestation.
- The design of the enrolment forms should be reviewed to ensure both the student and the PTE sign the enrolment form.
- The TEC to note that a proportion of students are reported as being both distance learning and face-to-face delivery. 148 students were reported in the December 2015 Single Data Return in courses with face-to-face delivery while 93 students were reported in distance learning. The student count was 201 but the combined total of 241 was for face-to-face and distance learning.
- TCI should review the information on page 6 of the 2016 Prospectus, under the heading, Courses for Personal Interest, and confirm with the TEC that such students are not enrolled in, and intending to complete, a formal qualification.

- The impact on Educational Performance for 2016, 2017 and 2018 is modelled as TCI moves from local to New Zealand qualifications. The TEC should be kept informed of variations to performance that otherwise could negatively impact future funding where Educational Performance Indicators fall below funding thresholds. This advice should be formally communicated to the TEC.

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Part Two

Findings

Detailed findings are summarised in each of the audit focus areas.

Overview	
<ul style="list-style-type: none"> • 201 Student Achievement Component funding students were reported in the December 2015 SDR. • A sample of 21 Student Achievement Component funding student records was selected for audit. All records reviewed were valid for funding purposes. • Four interviews were held with the Director / Head of Learning and Teaching, Head of Student and Business Support, Registrar, and, Hamilton Site Co-ordinator and Lecturer. 	
Audit focus areas	Evidence sighted
<p>1. The reporting through the Single Data Return, including recording enrolments and withdrawals.</p>	<p>Student Management System</p> <ul style="list-style-type: none"> • TCI uses a commercial database student management system, Artena, which is software certified by the Ministry of Education for the Single Data Return. It is used to load enrolments and report completions. <p>Segregation of Duties</p> <ul style="list-style-type: none"> • Controls are in place to ensure there is segregation of duties between the data input of enrolment information into the Student Management System, updating course completions and withdrawals, checking the Single Data Return until it is error free and signing the attestation prior to submitting it. • There is no formal delegation for signing the Single Data Return attestation. The attestation is signed off either by the Head of Student and Business Support, or, the Director / Head of Learning and Teaching. • A delegation should be formalised to authorise the Single Data Return attestation. <p>Domestic Student Status</p> <ul style="list-style-type: none"> • All 21 student records in the audit sample reviewed were valid enrolments for funding purposes and domestic student status confirmed. <p>Prior Learning</p> <ul style="list-style-type: none"> • TCI has satisfactory systems in place when considering Recognition of Prior Learning. There were two records in the sample where prior learning was recognised and the decisions were well documented and approved by the Head of Learning and Teaching.

	<p>Enrolment forms</p> <ul style="list-style-type: none"> • All enrolment forms in the sample of records reviewed had been signed by the student but most had not been counter-signed by the PTE. • The design of the enrolment forms should be reviewed to ensure both the student and the PTE sign the enrolment form. The signing by both parties confirms a contract between the student and the organisation.
2. The Annual Maximum Fee Movement policy relating to fees and course costs.	<ul style="list-style-type: none"> • TCI is complying with the Annual Maximum Fee Movement Policy.
3. The refund of fees that have been overcharged.	<ul style="list-style-type: none"> • There was no evidence that students have been overcharged fees.
4. The financial support for the equipment infrastructure required to deliver the approved qualifications.	<ul style="list-style-type: none"> • Students were not required to individually purchase any item of hardware or equipment necessary to gain the approved qualification.
5. Whether inducements or benefits have been provided to students.	<ul style="list-style-type: none"> • From the sample of records reviewed there was no evidence of any student being provided with an inducement or benefit to study.
6. Responsibility for subcontracting arrangements.	<ul style="list-style-type: none"> • There was no subcontracting of education provision.
7. Compliance with requirements in Part 18 of Education Act 1989.	<ul style="list-style-type: none"> • The overall standard of recordkeeping for enrolment and academic records was reviewed as good. All records selected for review were available. • Part 18 of the Education Act 1989 includes, but is not limited to student programme information and records. • The organisation securely stores student records. • Programme approval documentation from NZQA was sighted for the programmes that are funded by the TEC.

<p>8. Any other TEC funding matters.</p>	<p>Delivery sites and distance learning</p> <ul style="list-style-type: none"> • Students can be enrolled in face-to-face or distance learning programmes. This is explained by some delivery sites not offering all programmes or students electing to study some of their courses by distance learning. • The result is that students can be reported in the Single Data Return at a specific site and distance learning (code 98). <p>Courses of Personal Interest</p> <ul style="list-style-type: none"> • Students enrolling in courses of personal interest (and not intending to complete a formal qualification) are reported as domestic fee-paying students (code 03). • This complies with the new 2016 funding condition that requires all students to be reported through the Single Data Return. The funding condition is <i>SDR001 (PTE): TEO to supply information and report to the TEC.</i> • Students enrolled in this manner are awarded a Certificate of Personal Interest after attending two courses. This is a certificate of attendance only. • TCI reviews the information on page 6 of the 2016 Prospectus, under the heading, Courses for Personal Interest, and confirms with the TEC that such students are not enrolled in and intending to complete a formal qualification. <p>Modelling changes to Educational Performance</p> <ul style="list-style-type: none"> • TCI is anticipating, but has not yet modelled, spikes in Education Performance as a consequence of changing from local to New Zealand qualifications and encouraging current students to complete in a timely manner. • The impact on Educational Performance should be modelled as TCI moves from local to New Zealand qualifications. The TEC should be kept informed of variations to performance for 2016, 2017 and 2018 that otherwise could negatively impact on future funding where Educational Performance Indicators fall below funding thresholds. • This advice should be formally communicated to the TEC advisor responsible for TCI so that it is recorded in the TEC's system Tertiary Contact Management (TCM).
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