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Report of External Evaluation and Review

Child, Youth and Family – a service line of the Ministry of Social Development

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 18 July 2012

Contents

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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:	Child, Youth and Family (CYF) – a service line of the Ministry of Social Development
Type:	Government training establishment (GTE)
Location:	Level 2, Bowen State Building, Bowen Street, Wellington
Delivery sites:	Training is delivered at CYF sites across New Zealand. Trainers are located in Wellington, Porirua, Auckland, Hamilton, Tauranga, and Christchurch.
First registered:	30 June 1993
Courses currently delivered	Core programme delivery includes:

Core programme delivery includes:

- Practice curriculum

- Practice leadership curriculum

- Induction for all new CYF staff

- Residential services training

- The National Caregiver Training Programme (in conjunction with Fostering Kids)

- Professional development including the Internal Pathways programme which is the sole programme incorporating NZQA unit standards. Completion of the Internal Pathways programme enables staff to pathway into the Bachelor of Social Work

	(and previously the Diploma in Social Work).
	L&D also designs, develops, and delivers specific training to CYF staff in conjunction with internal stakeholders.
Number of students:	9,500 attendances at training in 2011 (some staff attend multiple training events)
Number of staff:	45 staff
Scope of active accreditation:	CYF has consents to assess in the domains:

- Counselling

- Manage Social Services

- Occupational Health and Safety Practice

- Professional Development of Social Service Workers

- Provide Social Services

- Social Service Work with Abuse, Neglect and Violence

Distinctive characteristics:	The CYF GTE provides workplace training and education for employees who work for the parent organisation, CYF, which is a service line of the Ministry of Social Development.

The Learning and Development (L&D) team within CYF undertakes the GTE's activities. L&D is based within the Workforce Development unit of CYF.

L&D's stated mission is to build capability focused on quality practice.

L&D is the only dedicated training organisation for statutory practice social work staff in New Zealand, and the largest provider of training for foster carers. L&D's key stakeholders are predominantly business units within the CYF organisation.

While L&D undertakes significant training delivery across CYF, the Internal Pathways programme is the sole L&D training activity where NZQA-approved standards can be achieved.

The Internal Pathways programme supports CYF

	staff to complete unit standards in the workplace and to staircase into year two of the Bachelor of Social Work degree (and previously to the Diploma in Social Work). Study leave and the costs of study are funded by CYF, with staff bonded to CYF for a period after completion of their qualification.
Recent significant changes:	The Internal Pathways programme will discontinue mid-2012. This reflects the organisation's focus on the employment of qualified social work staff.
	In 2011, L&D established a partnership with the organisation Fostering Kids, where that organisation is now contracted to deliver the training component of L&D's National Caregiver Training Programme.
	Within the last few years, L&D has experienced some changes in its positioning within the CYF organisation, and different components of the team have been physically separate at times.
	Since 2010, L&D has adapted, introduced, and established self-assessment processes to understand and inform its activities and to achieve greater accountability across CYF.
Previous quality assurance history:	CYF met all but one requirement of the previous quality standard when last quality assured by NZQA in 2007. The one requirement not met related to the need for policies and procedures to fully describe all operational activities of the L&D team.

2. Scope of external evaluation and review

The Internal Pathways programme was selected as a focus area of this evaluation because it is the sole programme where NZQA-approved unit standards are delivered from the Directory of Assessment Standards listed on the New Zealand Qualification Framework (and therefore, the only programme covered by NZQA's statutory mandate).

Governance, management, and strategy was the other focus area selected. L&D invited NZQA to review this non-mandated focus area (for GTEs) as it provided an opportunity for greater insight into L&D's educational performance and capability in self-assessment (which L&D was keen to showcase).

3. Conduct of external evaluation and review

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

The evaluation was conducted by two evaluators over a three-day period, predominantly at the CYF national office site, with a half-day visit to the Epuni CYF Care and Protection Residence, which enabled the evaluators to speak with an Internal Pathways graduate and her manager (who has also employed previous Internal Pathways candidates and has experienced L&D residential training). During the three-day visit the evaluators engaged with:

- L&D managers and team leaders

- The general manager, Workforce and Development

- L&D staff

- Internal CYF stakeholders (including representatives of the Office of the Chief Social Worker and operations and unit managers)

- The external stakeholder, Fostering Kids

- Candidates and graduates of the Internal Pathways programme.

Documentary evidence reviewed included: monthly reporting data, self-assessment templates and information, evaluation reporting and information, external moderation samples, and trainee and stakeholder feedback.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Child, Youth and Family – a service line of the Ministry of Social Development.**

L&D has strong credibility for developing, designing, and delivering quality training of high relevance across CYF. This reflects the extent to which L&D works with internal stakeholders to understand and match their training needs and is evidenced by the strong rates of participation in the training delivered (e.g. between April 2011 and March 2012, there were 6,550 attendances at pre-scheduled training, out of a potential 6,996 attendances – 94 per cent), and ongoing training requests.

Stakeholders confirmed L&D's careful selection of the right staff to develop and facilitate different learning programmes, with stakeholder and staff feedback being highly complimentary of the dynamic and effective training provided.

The training facilitated by L&D is identified as highly motivating, revitalising, and inspirational and has strong value for participating staff and for CYF as an organisation. The Internal Pathways programme has enabled candidates to see the potential in themselves and to staircase into tertiary study with 39 out of the 50 enrolling at university between 2004 and 2010, having completed their diploma qualification (78 per cent), and a number having progressed to accept promotions within CYF.

Training is transformative. It has given staff the opportunity and tools to reflect on their roles and contribution to quality practice and to learn and apply new techniques which are having a positive impact in practice. Of significance, emerging evidence is showing improved outcomes for children and young people through shifts in social work practices (e.g. residential 'strengthening engagement' training contributing to an observable reduction in the use of secure care).

L&D activities are centred on ensuring that training and staff capability development is a priority across the organisation. This includes L&D's advocacy to support Internal Pathways candidates, their work with managers where low training participation trends have been identified, and L&D's implementation of a transfer of learning process to ensure competencies taught are able to be applied in practice, and if not, for individual learning plans to be developed. L&D is also in ongoing discussions with the Ministry of Justice (in the area of youth justice) and the tertiary education sector to identify ongoing opportunities for qualification development.

The establishment and continued development of strong evaluation and self-assessment processes ensures that L&D understands its own performance and uses self-assessment information to continuously develop and improve, and to demonstrate its key role in developing capability across the organisation.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Child, Youth and Family – a service line of the Ministry of Social Development.**

L&D genuinely values and believes in the important role self-assessment has in ensuring the effectiveness of its activities. This is seen by the significant work L&D has undertaken to establish robust and effective self-assessment tools, and the team's energetic approach to the ongoing review of methods to provide further robust evidence to inform the strength of their activities (e.g. current thinking around randomly sampling participants to add to self-evaluation data).

A particular strength of L&D's self-assessment is the use of different tools to collect data from different sources to corroborate emerging evidence, which adds to the validity of the data. An example is the use of student evaluations, transfer of learning completion information, and qualitative feedback from managers and stakeholders to obtain a comprehensive understanding of the extent to which learning has been transferred into practice.

Recurring identification of similar themes from different data sources also provides strong evidence to support improvements to be made. For example, L&D's recent implementation of professional development activities to strengthen content knowledge arose from a need identified through staff and stakeholder feedback, staff comments in the CYF 'engage' survey, and training observations (and through periodic evaluation activities undertaken). Positive feedback about recent residential training received from staff and stakeholder trainer observations and observed behaviour changes has affirmed the approach used and has led to discussions about ongoing training opportunities.

At a wider level, L&D's ongoing monitoring of its performance and the outcomes of training activities is enabling the organisation to understand the contribution that L&D is making to staff capability development. This also provides solid information to support resourcing requests and decisions.

The implementation of an annual evaluation calendar in 2011 is facilitating L&D's periodic review of specific key focus areas (e.g. trainers and the practice curriculum), and has also contributed to the body of knowledge used by L&D to review and develop teaching and learning activities.

Findings[1]

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.**

Learner participation has been extremely strong across L&D between April 2011 and March 2012, with a 94 per cent (6,550/6,996) attendance at training. Participation in the National Caregiver Training Programme during the same period was lower, at 74 per cent (1,237/1,666), but is still a strong outcome, reflecting that the training extends to non-CYF foster carers and that foster carers need to schedule their attendance around work and personal commitments.

These strong participation rates confirm stakeholder and staff feedback identifying the high relevance of training content. They reflect L&D's strong focus on working with stakeholders to identify and understand current training needs across CYF, as well as its focus on extensively communicating upcoming training events.

Learner evaluation feedback and transfer of learning completion information confirms that staff are acquiring core competencies and new skills through L&D training which can be immediately applied in practice. Stakeholders shared numerous examples of the transformative nature of the training provided for managers and staff, including Safety in Practice workshops which have provoked ongoing discussion and reflection, and Strengthening Engagement workshops which have enabled staff to relate to young people in more effective ways.

Less than half (47 per cent) of CYF staff who enrolled in the Internal Pathways programme (between 2004 and 2010) completed all unit standards. However, L&D identifies this as a solid completion rate when taking into account the diversity of learners completing the programme, their different backgrounds and professional circumstances, and what L&D knows about the reasons for staff withdrawing.

L&D's tracking of non-completions identifies that almost 40 per cent who withdrew did so because they resigned, retired, or took extended leave. Others left because of a change in roles or because personal commitments overtook study commitments, and some left the pathway to obtain social work registration through recognition of past experience (rather than by seeking a qualification).

Progression rates from the Internal Pathways programme into tertiary study are strong. Of the 55 staff who have completed the programme, all enrolled in tertiary study. Five are still studying and 39 of 50 (78 per cent) have successfully

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

completed their qualification. The strength of these outcomes is further underscored by L&D's comparison of these rates against average university sector qualification completion rates of 67 per cent (and 54 per cent for polytechnics).[2]

Internal Pathways candidates acquire useful skills and knowledge of relevance to their social work practice and important to preparing for tertiary study, including time management skills and learning to write in an academic context. Graduates interviewed by the evaluation team identified the confidence they developed which has flowed into their current professional success (e.g. in communicating with clients and accepting promotions). They identified that the programme unlocked a self-realisation of the existing knowledge and attributes already held, as well as confidence in their ability to succeed in tertiary education.

L&D has established a number of robust processes enabling a comprehensive understanding of learner achievement, including the tracking and regular review of achievement data and the transfer of learning information to identify trends.

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.**

L&D and CYF internal stakeholders identify that L&D has lifted the importance of training within the organisation through its responsiveness to stakeholders' needs and the credibility achieved through the strength of training provided. This is demonstrated in strong participation rates and stakeholders' ongoing requests for L&D to develop training.

L&D is developing the capability of CYF staff at a number of levels, and is contributing to quality social work practice and CYF's vision of safe children and young people through:

- Supporting 50 unqualified CYF staff to engage in tertiary education and obtain the Diploma in Social Work qualification

- Ensuring staff learn and can apply up-to-date practice tools and best practice and work within the parameters of current legislation, regulations, and CYF requirements (e.g. practice curriculum training)

- Ongoing training provided to over 1,000 foster carers (with strong uptake) to ensure they are provided with up-to-date tools and information to inform their care of children and young people

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[2] http://www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/what-the-indicators-mean/completion-of-qualifications/

- Contributing to the body of knowledge informing the youth justice sector's e-learning community

- Shifting behaviours and observable changes in practice resulting in improved outcomes for young people (e.g. new engagement techniques taught to residential social workers leading to reduced use of secure care and facilitating young people to take responsibility for their actions).

CYF managers have observed that L&D training has revitalised and motivated staff and boosted morale. It has led staff to refocus on their roles and to see their contribution to quality practice.

Graduates confirmed that the Internal Pathways programme gave them the opportunity and encouragement to consider the possibility of tertiary education. Many examples were shared to demonstrate the promotional opportunities that Internal Pathways graduates have achieved as a result of their attaining the qualification, and the confidence and knowledge achieved. One manager also identified how his unit reaped the ongoing benefits of new knowledge and practice being brought into the workplace as a result of staff being enrolled in the Internal Pathways programme.

L&D's connectedness within the sector and adaptability to ensuring its ongoing relevance and contribution are seen in the agreement reached with two universities to enable staff to staircase to the Bachelor of Social Work degree and also in L&D's ongoing focus on the development of qualifications relevant to social work practice.

L&D has developed a number of strong tools and relationships which are effective in helping to understand the value L&D is contributing within CYF. Many examples were shared to demonstrate how this information has affirmed the value of the work of L&D (leading to wider delivery and refresher training) and contributed to changes to improve outcomes (e.g. the complete refocusing of induction training in conjunction with the Office of the Chief Social Worker to ensure staff are engaged earlier).

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.**

Internal CYF stakeholders interviewed for this evaluation identified the particular strengths of the L&D team in responding and delivering to multiple needs across the organisation. Key to this is L&D's ongoing engagement with stakeholders (including fortnightly meetings with the Office of the Chief Social Worker) to identify and develop training packages in response to current needs and knowledge gaps, and to ensure training aligns with the organisation's priorities and is consistent with CYF practice.

L&D conducts research to inform training development and works with stakeholders in commissioning training to form subject matter expert groups to assist L&D to accurately identify the skills and knowledge required and to provide ongoing input and feedback into project design and development. Detailed project plans are developed to ensure training objectives and delivery methods are in accordance with stakeholders' needs, and these are reviewed and reported against on an ongoing basis to ensure stakeholders' needs continue to be met.

Close working relationships and tight feedback loops within the L&D design and delivery team ensures that there is a seamless, in-depth understanding of stakeholders' needs. Training is also trialled and reviewed before it is fully rolled out and may include co-facilitation with CYF stakeholders to ensure it is meeting key objectives. In the residential area, L&D has recently trialled training with managers before conducting workshops with staff to ensure effectiveness. This is a model that L&D identifies has worked particularly well and which it is beginning to implement in other areas of the organisation.

Graduates and candidates interviewed for the Internal Pathways programme confirmed that the content of the programme was highly relevant, with activities and assessment integrated into everyday social work practice (e.g. report writing assessed through actual client reports). The Internal Pathways programme has matched a sector and organisational need for social workers to be qualified, with L&D facilitating a relevant educational pathway for staff to become qualified practising social workers. L&D has ensured that the programme has kept pace with change, developing partnerships to enable candidates to staircase into the degree programme when this became the sector requirement. L&D is also involved in ongoing needs analysis and discussions within the sector to ensure a continued focus on qualification development.

Formal and informal discussions with stakeholders and managers are a highly effective means by which L&D understands how well it is matching stakeholder needs. Regular analysis of student evaluation data is used by managers to affirm with staff and stakeholders what is working well, and to identify areas to strengthen. Recently, L&D identified less than strong satisfaction with staff preparedness and is currently working with practice leaders to improve communication with learners prior to their attending training.

The annual selection of focus areas for evaluation by L&D (e.g. trainers and practice curriculum training) adds to a comprehensive understanding of matched needs. Data from student evaluations and transfer of learning forms are used to review whether core competencies taught have been understood and applied in practice. L&D works with managers to understand why transfer of learning has not been completed. This has not yet identified any significant gaps in the training provided, but provides an ongoing tool for this purpose.

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.**

Internal Pathways candidates confirmed that assessment was fair and relevant to their learning and social work practice, and were particularly appreciative of the support they received from assessors in understanding assignment requirements and their progress. Assessors regularly review assessment and learner progress together. They use the results of external moderation to enhance their assessment practices, including seeking clarification from the relevant industry training organisation if any issues are raised. The evaluators reviewed a sample of external moderation reports which demonstrated that moderation materials required only minor modification, with no significant issues raised.

Assessors carry out at least three assessments each year to retain their current assessor registration. With the winding down of the Internal Pathways programme, a key professional development opportunity identified has been assessors' integration into wider units within the organisation to gain involvement in other areas of practice.

Professional development has been a key focus for L&D in 2012 in response to staff feedback. Actions taken include identifying opportunities for staff to spend time on different CYF sites to enhance their working knowledge, the implementation of additional professional development workshops, and the employment of a 'coach' to build internal capability to enhance trainers' ability to provide dynamic experiential learning opportunities.

Staff recruitment within L&D involves input from relevant L&D staff and internal stakeholders, to ensure new appointments bring the skills and attributes desired. All stakeholders interviewed confirmed the high quality of staff within the L&D team and the credibility and effective engagement they facilitate with trainees. L&D carefully matches the strengths of its trainers to each learning programme and uses external specialists where specific expertise is required.

There has been a recent deliberate focus on appointing people with adult teaching qualifications, experience, and skills, rather than social work experience being the key driver. L&D staff are clear that they are not the subject experts involved in current social work practice. Rather, their role is to provide dynamic resources and activities to impart prescribed knowledge and to actively engage employees in training. Stakeholder feedback confirms that this role is being achieved.

L&D is highly aware that subject matter knowledge is crucial to the credibility of the training and it utilises a number of methods to ensure training is informed by subject matter experts and internal stakeholder involvement, including co-delivery and observation. Additional professional development and discussion opportunities

have been established to provide greater content knowledge after this need was identified by staff and stakeholder feedback.

As evidenced by examples of ongoing improvements provided, learner evaluations and stakeholder and staff feedback provide informative insights to affirm strengths and to identify areas requiring improvement. L&D is also currently looking at randomly sampling trainees to provide additional data from which to understand their satisfaction with the training provided.

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.**

Guidance and support are comprehensively provided to Internal Pathways candidates by L&D assessors. Graduates identified that advice and practical support provided in completing assignments was particularly helpful and contributed to their increased confidence in this area. Other support included assessors' provision of advice when challenges arose in placements, their provision of additional reading materials and resources when candidates struggled with a particular topic, and ongoing support provided to assist candidates during tertiary study.

Out the outset of the Internal Pathways programme, assessors meet with candidates and their line managers to ensure they are aware of programme requirements, including the commitment required and how study demands can be managed around existing CYF workloads. Assessors have also advocated on behalf of candidates with their line managers when they have struggled to complete study because of high work caseloads, and where there has been a lack of support from management for a candidate's continued enrolment in the programme.

All new CYF employees are actively guided by L&D to enrol in an induction programme within their first five days of commencing employment to ensure their immediate familiarity with the organisation, their roles, and responsibilities. L&D develops records of learning for all staff to help inform decisions regarding their professional development. L&D posts comprehensive and timely information to staff on the CYF intranet to ensure they are aware of upcoming training, and L&D uses training activities as an opportunity to direct trainees to CYF's online practice centre as a means to stay up to date with current practice post-training.

L&D's active monitoring of staff attendance at scheduled training contributes to a culture where the importance of training is recognised. L&D actively follows up with staff to identify reasons for non-attendance and this has enabled L&D to locate specific areas of non-attendance and to seek the support of CYF management to actively support staff into training.

The transfer of learning process designed by L&D and which is beginning to be embedded across the organisation, enables L&D and CYF supervisors to identify areas where staff may require further training support, and triggers the need for a learning plan to be developed if competencies have not been demonstrated. This also provides L&D with a tool for contributing information to monitor and review training effectiveness.

L&D sample-checks with learners during their learning to make sure appropriate support is provided, and regularly analyses trainee feedback from evaluation forms and posted on e-learn to identify areas where further support may be needed. Recently, this revealed that staff were not feeling adequately prepared for training workshops. As a result, L&D is currently in discussions with practice leaders to help identify ways to ensure greater preparedness.

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 **Excellent.**

L&D has undergone a significant journey of change and development over the last few years, including the relocating of L&D within the organisation, and with the different components of the team physically separated at times. Strong leadership has seen the evolution of a highly effective, cohesive team. L&D has established highly effective relationships with key stakeholders and centres its activities on ensuring the development and delivery of quality training that aligns to the needs and strategic priorities of the organisation.

Stakeholders identify L&D management as highly responsive to multiple needs and demands and in regular contact to discuss new ideas and developments. They also identify L&D as highly responsive to change (e.g. effectively delivering 18 new Safety in Practice workshops over a four-month period).

Many examples were observed by the evaluators showing L&D's ongoing focus on contributing to educational opportunities (and particularly as the Internal Pathways programme is phased out), including ongoing discussions within the youth justice and tertiary education sectors.

Strong lines of communication within the L&D team mean management and staff regularly share information to ensure stakeholders' needs and expectations are known across L&D. This is assisted by daily discussions between staff and team leaders and among team leaders and managers, weekly 'tactical' meetings, and six-weekly strategic meetings.

Staff recruitment and professional development are focused on maintaining strong credibility. L&D actively identifies and seconds people from within the organisation who are identified as having significant potential, knowledge, and skills relevant to

L&D's needs, and it provides professional development opportunities to enable L&D staff to develop their strengths in the training area.

L&D has developed a Learning Scorecard reporting template to ensure the executive management committee within CYF has a regular, informed understanding of the educational performance and contribution L&D is making to the capability development of CYF staff (e.g. attendance at training and transfer of learning information). This has also provided an evidence base from which L&D is able to demonstrate value for money as well as resourcing capacity and needs.

Self-assessment processes established by L&D are highly effective as tools have been developed and implemented to provide information from different sources to capture performance information which L&D is able to use regularly to identify the effectiveness of its activities and to identify where improvements need to be made (with several examples provided demonstrating that changes made are leading to worthwhile improvements).

L&D has established an evaluation calendar which ensures key internal and external activities are reviewed. In 2011, L&D reviewed trainer effectiveness which led to it implementing a number of professional development opportunities. The external review of the induction programme resulted in key changes to its delivery, and has seen a significant shift in the immediacy with which staff are able to access this training.

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 **Excellent.**

2.2 Focus area: Internal Pathways

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

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

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/

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