Targeted Evaluation Report

Manukau Institute of Technology Ltd

Date of report: 5 November 2021

Targeted evaluation of Manukau Institute of Technology Ltd

Institutes of Technology and Polytechnics (ITPs) became subsidiaries of the New Zealand Institute of Skills and Technology (NZIST) as part of the Reform of Vocational Education.

NZQA carries out targeted evaluations of NZIST subsidiaries whose external evaluation and reviews (EER) became due during the transition to the new organisation.

The targeted evaluations focus on areas of educational performance that will be important for both the subsidiary and NZIST in the new operating environment.

The limited scope of the targeted evaluation means that it will not result in organisational statements of confidence. Therefore, no EER category status will be assigned.

Final report.

About Manukau Institute of Technology Ltd

Manukau Institute of Technology (MIT) has been providing vocational education and training for South Auckland communities for the last 50 years. The population of the region has a socio-economic status lower than the national average.[1] MIT offers programmes ranging from levels 1-9 on the New Zealand Qualifications Framework and operates four main campuses – Ōtara, Manukau, TechPark and the City Campus – as well as 11 smaller permanent teaching sites.

Region:	South Auckland
Location:	New Zealand
Code of Practice signatory:	Yes
Number of students:	Domestic: in 2020 – 11,154 students; 5,782 equivalent full-time students (EFTS) including 1,683 Māori students (840 EFTS), 308 Māori and Pasifika (dual) (151 EFTS), and 3284 Pasifika (1746 EFTS)
	International: In 2020, 1007 international students (760 EFTS)
Number of staff:	597 full-time and 107 part-time staff
TEO profile:	[Manukau Institute of Technology](#)
Scope of evaluation:	This targeted evaluation considered three focus areas:
	1. Learner support – how effectively the learners are supported.
	2. Learning assessment design and practice – how effectively learners are assessed.
	3. Area of strength – MIT nominated the

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[1] Deprivation Index score of 1.11 taken from the Tribal Benchmarking data, provided by MIT.

Final report.

Trades Academy[2] as a method for promoting secondary-tertiary pathways.

MoE number: 6010

NZQA reference: C45756

Dates of targeted evaluation: 19-22 April 2021 (online interviews) and feedback to MIT on 23 April 2021

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[2] Trades Academy is delivered in two ways at MIT; MIT Trades Academy and School of Secondary-Tertiary Studies (SSTS)

Final report.

Summary of results

Learners at MIT are generally well supported through a range of centrally provisioned and in-school supports. MIT's recent focus on the redevelopment of campuses – including learning and shared spaces and increased resourcing for enrolment services – has provided a solid platform for lifting student satisfaction and improving retention rates.

Strengthening the academic governance arrangements and support within the 14 MIT schools is having a positive impact on the effectiveness of assessment and quality assurance processes, as evidenced by improving external moderation results and positive consistency review outcomes.

MIT's Trades Academy is a successful strategy in promoting secondary-tertiary pathways. Growth in student numbers and rates of progression to pathway programmes are key outcomes measured by MIT. Although personal growth and improved wellbeing for individual students are valued outcomes, these are mostly anecdotal rather than effectively quantified by MIT.

- Learners are generally well supported through a range of centrally provisioned and in-school support services. NZQA found some examples of excellent wrap-around, culturally appropriate support within the schools interviewed, for example nursing. However, it was not possible to understand, from the available self-assessment evidence, the extent to which this was representative.

- New facilities have created welcoming spaces for students to learn and spend time in. Recent initiatives – such as the Ask Me! team providing support with enrolments, and on-boarding experiences – have led to improvements and satisfaction with the learner-centred support services.

- MIT has a wealth of learnings and evidence from some recent key projects, initiatives and surveys which can potentially assist in informing the organisation's direction and resourcing decisions for supporting the students and targeting support to improve outcomes for priority groups.

- MIT has reviewed and strengthened academic governance and management structures, including oversight by executive, and monitoring and reporting activities, and has invested in academic-focused staffing in schools. This provides confidence in academic decision-making, design and delivery practices and the effectiveness of assessment across the institution.

- There is a notable improvement in internal application and adherence to

Final report.

academic policies and quality assurance procedures across schools. These improvements can be seen, for example, in improving external moderation results and consistency review outcomes.

- A focus on contextualising learning and assessment to better match the needs of Māori and Pasifika learners has recently commenced and is identified as an important contributor towards the achievement of parity.

- MIT's Trades Academy is achieving its strategic goals of increasing student numbers, pathway programmes and transitions to MIT programmes. Students and their contributing schools value the opportunities being provided by Trades Academy, and the outcomes being achieved, particularly the successful transitions. The School of Secondary-Tertiary Studies (SSTS) is a unique offering and is providing transformational experiences for a smaller number of students who would otherwise not have remained engaged in education or employment.

- There are further opportunities to enhance self-assessment practices across the three focus areas to strategically target and resource support services, and embed cultural pedagogies into programmes and teaching practices to assist with reducing the achievement gap for priority learners.[3]

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[3] Māori, Pasifika, those under-25 years of age, students with a disability.

Final report.

Focus areas

Focus area 1: How effectively are learners supported?

Learners are generally well supported through a range of centrally provisioned and in-school support services, with some different approaches evidenced in some schools and programmes.

Recent initiatives have led to evidenced improvements in some areas of learner support, for example enrolment processes and complaints procedures.

New facilities have created welcoming spaces where students can learn and establish and maintain social networks.

MIT has a wealth of learnings and evidence from the wide range of projects, initiatives and surveys that can potentially assist in informing the organisation's direction and resourcing decisions for supporting students and the targeting of support to priority groups.

Findings and supporting evidence

The organisation's policy relating to learning and pastoral support provided to students provides guidance to schools and service centres for fostering student wellbeing and ensuring students have access to appropriate learning and pastoral support. This key policy sets out the range of services and resources provided.[4]

This evaluation found that students are generally well supported in their studies at MIT, through a broad range of institution-wide support services and the complementary support of academic leads – staff who are embedded in the various MIT schools. Some examples of excellent wrap-around, culturally appropriate support were provided from the School of Nursing and the Trades Academy. Dedicated support roles, such as Kaiawhina and transition co-ordinators, provide intensive levels of discipline and/or youth-focused support. Students, including priority learners, reported valuing this intensive, culturally appropriate support which is embedded in the programmes.

The Reretahi Project[5] led to a redesign of the way students are supported in the early stages of their learning journey, and implementation of the Ask Me! student service centre. This has been a positive strategy for better serving students in key processes such as enrolments, on-boarding support and the

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[4] Services and resources include the learning centre (including literacy and numeracy support), the library, careers and employment solutions, student advisors, Ask Me! centre, international centre, counselling service, and disability support service.

[5] The Reretahi Project, undertaken in 2018, was an academic administrative restructure that gave rise to the Ask Me! student service centre.

Final report.

availability of programme information. The team's successes are reflected in significantly improved enrolment metrics, positive feedback from students, improved relationships with internal stakeholders, and increased staff satisfaction with the services provided.[6]

Enhancements were also made to the student advocacy and complaints processes. A new complaints management system was implemented in 2019. These changes have resulted in significant improvements to the promotion and effectiveness of these services. Thematic analysis of complaints is providing a better understanding of contributing factors and addressing these factors institute-wide through targeted staff training in 2021.

MIT has been engaged in projects focused on the needs of students at risk, including Māori, Pasifika and those under 25 years. Results from Project Hōkūle'a[7] – initially from the 11 programmes in 2018, and a larger sample taken from across more schools in 2019 – showed improvements in retention and completion rates across both years in the Hōkūle'a group compared with the control group.[8] Following this successful pilot, MIT joined three other tertiary education organisations in Ōritetanga. This is a national project building on the Tertiary Education Commission's Learner Success Capabilities Framework. A large-scale survey of MIT students aimed to quantify the risk of students leaving MIT, and the subsequent gap analysis of MIT's capabilities against the Learner Success Diagnostic. This promises rich insights to inform the development of retention and support strategies to enhance student success outcomes. At the time of the evaluation, the research findings were still being examined and the next steps planned.

This evaluation found that the student experience and success teams, which provide a range of pastoral support, and the library and learning services team are led and staffed by committed and enthusiastic people, working together with teaching staff to support the students. While some activity data is collected and presented, there is no equivalent annual evaluation review process, as is conducted by each programme to examine the impact of services on, and the linkages with student satisfaction and achievement. This may be an opportunity for MIT to better leverage data analysis for improvement purposes.

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[6] Service centre satisfaction survey (of staff) quantitative results (2018-20) included in MIT's self-assessment, appendix 16.

[7] The Hōkūle'a (guiding star for Polynesian navigators) Project was funded as part of the Strategic Investment Fund for 2018, and focused on early interventions in the TechPark area which was identified as having low completion rates for priority learners.

[8] Hōkūle'a results for 2018 and 2019 (figure in brackets) as follows. Retention rates Hōkūle'a 74 per cent (74 per cent) compared with non-Hōkūle'a 48 per cent (59 per cent); and completion rates Hōkūle'a 73 per cent (84 per cent) compared with non-Hōkūle'a 50 per cent (80 per cent).

Final report.

MIT has invested in new facilities, including learning and shared student spaces, as part of the Campus Masterplan Project, which is now coming to completion. The Ōtara, Manukau and TechPark campuses have been designed to ensure that student services are accessible and 'front of house', and reflect MIT's values of manaakitanga, excellence, connectedness and the real world. The evaluators heard from students that they wanted to be at MIT, and said it was a safe and enjoyable place to be and learn at. This concurs with MIT's view, and there are plans to gather formal feedback through the refreshed student satisfaction surveys to be implemented later in 2021.

MIT is clearly listening to and responding to the student voice at multiple levels of the organisation, through its elected student council[9] and school representatives supported by the student life team. The school representatives engage effectively with the academic leads and the campus general managers, and they help keep the student council aware of issues facing students across the institution. The evaluators heard from a strongly representative student council, who are active and working hard to advocate for the entire student body. They have regular access to senior management, including the chief executive, and are well engaged in the academic governance structures.

MIT had completed its review of alignment with the interim domestic Code[10] at the time of the evaluation and had rated the outcomes 'as being implemented'. However, indications are the interim domestic Code is still being socialised across the institution, and that this is a work in progress.

MIT responded well to the many challenges provided by the Covid-19 lockdowns, across the country and in Auckland. Staff built capability with communication tools such as Teams and the learning management system Canvas to engage and support the learners online. MIT was quick to ensure that hundreds of students without adequate technology in their homes were provided with devices or internet connectivity.

Examples of supporting students' work-based learning via digital tools such as evidence portfolios were provided for carpentry, and for online preceptor forms, ensuring and now adding to regional consistency in the nursing programmes.

The evaluators found it difficult to gain a complete view of how well learners are supported at an institution level through its current self-assessment practice and evidence. MIT has a wealth of learnings from projects, improvement initiatives, survey results including qualitative feedback, and activity reporting

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[9] Student council – eight members, elected annually by students' school representatives – represents MIT students to the academic committee and its subcommittees, and participates in a range of MIT working groups and special projects, advocating for student-centric decision-making. The student council co-opted an additional two members in 2021 to expand representation.

[10] Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

that can potentially guide decision-making and inform planning and resourcing of services going forward, and to share learnings and best practices. Important to this is the effective and increased targeting of resources and support for priority group learners as MIT works towards achieving its 2023 target[11] of Māori and Pasifika parity with all other learners.

Focus area 2: How effectively is learning assessed?

Recent changes are having a positive impact on the overall effectiveness of assessment. These changes include enhanced reporting and monitoring processes through academic governance structures, oversight by the executive, increased academic-focused staffing and support, along with notable improvements in internal application and adherence to academic policies and quality assurance procedures. These improvements can be seen, for example, in the improving external moderation results and consistency review outcomes.

A focus on contextualising learning and assessment to match the needs of Māori and Pasifika learners is an important area for prioritisation to improve academic quality and success and to strengthen progress towards the strategic goal of parity of achievement.

Findings and supporting evidence

MIT's structures and resourcing for support and collaboration in quality assurance and curriculum design have been boosted through dedicated staffing in all schools, and the support of the academic partners from the centralised academic team. Programme committees, assigned to all programmes, have expanded terms of reference and clarity of responsibility for ensuring that the programmes maintain high standards and align with the current needs of stakeholders. The recent increase in Pasifika and Māori representation on committees assures culturally informed input into academic matters. The self-assessment, evaluation and review subcommittee (SAER) of the academic committee has oversight of the programme committees and reports to the academic committee.

These enhancements and the increased resourcing have strengthened MIT's academic governance framework and supporting policies and procedures. The approaches to programme and assessment development are well documented, and a good range of resources and expert advice are available for teaching staff.

The evaluators heard from staff and teams interviewed that the overall quality and suitability of assessment, including across modes of delivery and contexts, is sound. Tutors reflect on their assessment practices, and are continuing to

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[11] MIT Strategic Plan 2018-2023, Goal 2.

focus on relevance and incorporate strategies to enhance students' work-readiness. The assessment toolkit, a set of resources to support capability-building in assessment practice, contains an extensive range of useful tools. However, the uptake and usefulness of this resource was not clear.

Students expressed general satisfaction with assessment. Student evaluations at course level and the annual teaching survey results[12] confirm this level of satisfaction. They reported being well informed about assessment at the beginning of their courses, and that tutors provided good guidance, assessment (particularly formative assessment) helped them with their learning, and feedback was generally constructive and provided in a timely manner.

Students reported a good understanding of what constitutes academic misconduct in assessment and used tools such as Turnitin. Registry data shows that the number of cases of plagiarism has halved in the period 2018-20.[13] MIT attributes this to an improved focus on the use of Turnitin combined with guidance from academic staff and support from learning services. The School of Nursing has robust processes for its assessment activities, employing a chief exam invigilator to oversee the consistency of invigilation provision and practice. To further enhance the security of online assessment, MIT is procuring and implementing an e-proctoring system.

MIT acknowledges past issues of organisational policy not being uniformly practised in schools, resulting in inconsistent practices. The quality assurance of assessment, through moderation processes at programme and school levels, has been considerably strengthened in the past three years to ensure consistent practice across the organisation. The programme committees interviewed from the sample schools were clear about their responsibilities in relation to moderation and are paying closer attention to this activity. They enjoy good support from their academic leads and academic partners. The lines of responsibility are clear, the reporting and level of oversight from the SAER subcommittee and the academic committee are robust, and there is oversight of adherence to the moderation plan by the academic centre, with a technology solution for monitoring in development.

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[12] Annual student evaluation of course survey question: 'the learning materials and assessments have been relevant and easy to understand', 2016-19 satisfaction rating 77 per cent, 76 per cent, 78 per cent and 78 per cent. Annual student evaluation of teaching survey question: 'makes sure assessment procedures and standards are understood', 2016-19 satisfaction ratings 83 per cent, 94 per cent, 85 per cent and 83 per cent. Question: 'completes marking and assessment in the notified time frame', 2016-19 satisfaction ratings 83 per cent, 94 per cent, 85 per cent and 83 per cent.

[13] Instances of student academic misconduct (2018-20) p48 self-assessment report – 2018: 97 cases of plagiarism, 21 of cheating; 2020: 46 cases of plagiarism and seven of cheating.

Final report.

While the MIT executive presented these changes as being integral to their continuous improvement journey, they also acknowledged some changes were catalysed by lessons learnt from some quality issues identified by NZQA during 2018-19.[14] Although improvement plans were presented and actioned by MIT, these were not to the satisfaction of NZQA. Following the imposition of a statutory condition on the programme concerned, MIT relinquished the accreditation for this programme and moved students to other programmes or providers.

However, more recently there has been an improvement in results from external moderation by NZQA and the relevant industry training organisations. These improvements were reported in the self-assessment report prepared for this evaluation (p51) and were included in the chief executive's presentation given during the fieldwork enquiry. These results confirmed an improvement from 49 per cent meeting the standard in 2017 to 89 per cent in 2019. The 2020 results were not available at the time of the evaluation. MIT views this improvement as very positive and believes the MIT Strategic Plan target of 95 per cent meeting the standard by 2023 is likely to be met.

Over the past four years, MIT has demonstrated that its graduates match the graduate profile outcome at the appropriate threshold, for all except one of the 56 NZQA consistency reviews. This provides some external assurance that assessment is aligned with the qualification graduate outcomes and is at the appropriate level.

MIT considers course completion rates to be the most significant indicator of academic success (self-assessment report p38). The MIT Strategic Plan aims to increase course completion rates overall, and to achieve parity of course completions for Māori and Pasifika by 2023, as well as promoting Māori and Pasifika cultural responsiveness in teaching and learning practice (Goal 2). The provisional results for 2020 show that the parity gap continues to be a challenge. The evaluators heard about a number of work strands in development or underway to weave Mātauranga Māori, Tapasā and Pasifika cultural pedagogies into teaching practice and programmes. The School of Nursing provided some good examples of cultural knowledge and content embedded within programmes. This evaluation identified that contextualising learning and assessment to better match the learning styles of Māori and Pasifika learners will benefit from further prioritisation and resourcing.

Focus area 3: What are the subsidiary's areas of strength?

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[14] These issues related to the New Zealand Diploma in Business, identified by the NZQA monitoring and assessment team review of this programme across all providers.

MIT's Trades Academy is achieving its strategic goals of growth in student numbers and increasing pathway programmes and transitions to MIT programmes. Students and their contributing schools value the opportunities provided and the outcomes being achieved, particularly those relating to successful transitions.

The School of Secondary-Tertiary Studies (SSTS) is a valuable and unique offering and is providing personal transformational experiences for students who may not have engaged in education or employment.

Self-assessment at SSTS could be strengthened to provide a more holistic view of student achievement and valued outcomes, including academic results, distance travelled and improved wellbeing.

Findings and supporting evidence

MIT selected secondary-tertiary pathways[15] as a sample area of strength because it is a large-scale, explicit strategy. Goal 1 of the MIT Strategic Plan 2018-2023: to grow lifelong learners, includes a strategy to 'boost secondary-tertiary pathways'. This involves strengthening relationships with secondary schools through every MIT school having an engagement strategy, increasing school leaver enrolments into award programmes, and increasing pathway programmes that are compatible with MIT mainstream offerings. MIT has the largest polytechnic-based Trades Academy in New Zealand, with over 10 per cent of all Trades Academy places (1,062 of 10,400), and is continuing to grow and diversify.

Trades Academy

The Trades Academy strategy is well embedded within several MIT schools, and the delivery is integrated into the schools' activities. The secondary-tertiary pathways steering group provides effective planning, co-ordination and review of Trades Academy activities, and facilitates communication between Trades Academy management, the support teams and the delivery staff within the schools. The new buildings used by Trades Academy are of a high standard and aligned with industry practice. These are appreciated by the students and contributing schools.

Transition co-ordinators provide wrap-around services tailored to the needs of learners and their whānau. Students interviewed reported being well understood and supported by the transition co-ordinators, and their needs were being meet. Attendance data confirms that MIT is providing a positive learning environment and attractive place for the students (see Appendix, Item 1). Contributing secondary school principals and representatives interviewed spoke very positively about MIT's offerings, communications, facilities and the

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[15] Secondary-tertiary pathways are delivered in two ways: MIT Trades Academy and the School of Secondary-Tertiary Studies.

Final report.

opportunities and outcomes that Trades Academy and the SSTS provided their students. The key features and strengths they identified were MIT's capacity to accommodate large cohorts, the quality of engagement with students, whānau and schools, accommodating needs and flexibility with timetabling alignment.

Growth has been achieved in Trades Academy, both in terms of the number of student places and the breadth of offerings (Appendix, Item 2). When measured against Ministry of Education (MoE) requirements, Trades Academy student achievement is slightly below the target of 80 per cent or more achieving NCEA Level 2 (Appendix, Item 3). MIT said this reflects the high proportion of priority learners with MITTA compared with the rest of the country. The achievement result is a combination of credits earned while the learners is at secondary school and at MITTA. The positive contribution MIT makes to NCEA results is seen in the number of students gaining 80 per cent or more of their credits in the Trades Academy programme which at 82.9 per cent, is 25.9 per cent above the national average (Appendix, Item 4).

Trades Academy's successful transitions are positive, and well above the MoE target (Appendix, Item 5), with the 2019 transitions at 84 per cent. Data shows that 73 per cent of students either returned to school or continued on to other tertiary study, while 10 per cent went into employment. The Trades Academy students progressing to further study at MIT are well prepared for continued success. This is shown in the course completion results for those students, which were 7 percentage points higher in 2019 than those students without Trades Academy experience, and 12 percentage points higher in 2020 (Appendix, Item 6).

Overall, the evaluation found that learners are gaining new skills and knowledge, achieving credits and courses, transitioning to and being successful in mainstream programmes within MIT, gaining apprenticeships and employment, and developing confidence to progress in their career and academic pathways.

School of Secondary-Tertiary Studies (SSTS)

SSTS is a unique offering in New Zealand. MIT leverages Trades Academy funding to provide an opportunity for students whose needs are not able to be met at school – and are often at high risk of disengaging from education or employment – to complete NCEA qualifications at levels 1-3, as well as University Entrance. Students participate in the secondary curriculum at the SSTS site and tertiary courses in MIT facilities.

Students are well supported in small classes. Their goals are understood and they are provided with ongoing mentoring. MIT has regular meetings with whānau to discuss learners' goals, progress and ongoing pathway planning. Importantly, MIT reports an 83 per cent rate of whānau engagement in these sessions.

Final report.

The evaluators found that one of the strengths of this provision is the staff and their key characteristics, including: a passion for teaching young people, a caring nature, focus on success, respect for individuals, cultural competencies, being flexible and adaptable, being well qualified and experienced, and having a good understanding of and ability to respond well to their learners' needs.

Student achievement data based on NCEA credits earned at SSTS shows students are not yet achieving the MoE target (Appendix, Item 7). However, SSTS is otherwise achieving good outcomes, as demonstrated in the destination statistics (Appendix, Item 8), with students being retained in education or progressing to further education or employment. These successes, together with the students' stories about their experience – which in most cases are personally transformative, reshaping their view of education and potentially their futures – are strong evidence of valued outcomes. This provides MIT with an opportunity to demonstrate the uniqueness and value of this offering by gathering even more comprehensive evidence of the whole picture of student achievement, including those aspects of distance travelled, improved wellbeing, goals achieved and future focus.

An important characteristic of the SSTS is its co-location near a tertiary campus. Students, staff and school representatives said the proximity to a tertiary campus was an initial attraction for enrolling in SSTS. This made it convenient to access tertiary courses and was an important motivation to study as the students felt they were in a 'post-school' environment. Given the recent relocation of many of the trades-related programmes to the TechPark and Manukau campuses, the evaluation team were unsure that the SSTS at the Ōtara campus would continue to benefit from co-location.

Appendix

Data and supporting information for MIT Trades Academy and SSTS

1. The MoE requirement is that all students have an attendance rate average across the programme of ≥80%. In 2017, MIT had 80.5% attendance (302 students); in 2018, 82.2% attendance (332 students); and in 2019, 69.1% attendance (502 students). The drop in 2019 resulted from the addition of 100 students who were serviced by a third party.

2. In 2015, the first year of operation, Trades Academy had 200 places (increasing to 225 in Semester 2), with 8 subject offerings at level 2. In 2021, Trades Academy will have up to 862 places, with 33 subject offerings (22 at level 2, and 11 at level 3).

3. At least 80% of all students achieve a minimum of NCEA Level 2. In 2019, Trades Academy achieved a 74.5% success rate from 541 students, up 8.5 percentage points from the 2017 results, compared with the national success rate of 78.6%.

4. Students achieved ≥80% of the programme-specific credits from their programmes: 2017, 53.8%; 2018, 60%; and in 2019, 83.9%; compared with 58% nationally in 2019.

5. The MoE transition target is that at least 60% of all students enrolled in the programme are either retained in secondary education or progress to further tertiary education or employment, including apprenticeships.

6. Comparison of course completion rates of progressing Trades Academy students 2019-20, provided by MIT.

7. The MoE objective is as item 3 above. SSTS student achievement of NCEA Level 2 by the end of the secondary-tertiary programme: 2017, 62.5%; 2018, 66.7%; and 2019, 52.5%.

8. SSTS destinations: 91.5% positive transitions in 2017, 51.1% in 2018, and 65.7% in 2019.

Final report.

Disclaimer

The findings in this report have been reached by means of a modified evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud[16]*

- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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[16] NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Final report.