External Evaluation and Review Report

Tai Poutini Polytechnic

Date of report: 8 March 2019

Tai Poutini Polytechnic at a glance

Tai Poutini Polytechnic (TPP) is a regional polytechnic based in Greymouth on the West Coast. In common with other institutes of technology and polytechnics, TPP also delivers programmes in some other regions.

At the time of this evaluation, TPP was under Crown Management and addressing significant performance challenges identified at the previous EER.

Type of organisation:	Institute of technology and polytechnic (ITP)
Location:	West Coast
Code signatory:	Yes
Programmes:	See: [Education organisation details – Tai Poutini Polytechnic](#)
Number of students:	4,253 enrolments, 875 (EFTS (equivalent full-time students)); Māori, 778 (265 EFTS); Pasifika, 256 (83 EFTS); no current international students
Number of staff:	96 full-time equivalents
Last EER outcome:	At TPP's previous external evaluation and review (EER) in 2017, NZQA was Not Yet Confident in the ITP's educational performance and Not Confident in its capability in self-assessment.
Scope of evaluation:	• Diploma in Outdoor Instruction and Guiding (Level 5) • National Certificate in Extractive Industries (Mining Administration Surface Extraction B Grade) (Level 5) • New Zealand Certificate in Business (Administration and Technology) (Level 3) • New Zealand Certificate in Tourism (Level 3) with strands in Tourism and Travel
MoE number:	6024
NZQA reference:	C32785
Dates of EER visit:	4-7 December 2018

Summary of Results

TPP has made progress in addressing the quality issues identified at the last EER, refocusing on the West Coast's training needs, improving connections with stakeholders, developing improved and transparent processes and practices, and putting in place an organisational structure for future sustainability.

Not Yet Confident in educational performance

- Student achievement is steady, with some areas of high performance and variability in others.

- There is clear evidence of progress in reconnecting with local iwi and the West Coast community to identify training needs.

- Changes have been made to the programme mix and delivery to more closely match local stakeholders' and students' needs.

Not Yet Confident in capability in self-assessment

- The provision of support for students is more closely tracked, with plans to review the impact on students.

- TPP has made an honest review of its self-assessment capability, implemented organisational structure changes, and improved monitoring and reporting processes and staff training.

- The changes made since the previous EER meet the agreed improvement plan and provide the potential for sustainably meeting the education and training needs of the West Coast.

- It is too early yet to confirm that the recent changes have resulted in long-term improvements; a number are very new and still to be embedded.

- TPP management and staff have made a number of key improvements (see report findings) but acknowledge the ITP 'still has a long way to go'.

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Course completions are arguably the most reliable indicator of student achievement. For 2015-2017 for all courses, these were good at 81 per cent, 79 per cent and 79 per cent, close to TPP's target (80 per cent). The 2018 interim achievement data across the focus areas shows course completion rates at a similar rate to the past, with two focus area programmes improving and two lower. Māori and Pasifika rates were each 9 percentage points lower. TPP's Kaiwhakahaere o Mātauranga Māori has in the past year been working to re-establish relationships with local iwi and revitalise TPP's strategy towards lifting Māori achievement. TPP assessments are at the required standard, and assessor judgements are verified, validating achievement, a significant improvement since the previous EER. The moderation or verification of marking and results has been completed by other organisations (see Appendix 1, Table 1). There are still areas for improvement, such as insufficient answers or assessment material not covering all the learning outcomes, but there is significant improvement since 2017. TPP is yet to analyse the external moderation results for trends or patterns. TPP surveys and EER interviews show students and employers are seeing achievement in the soft skill areas, enabling graduates to gain employment. Self-assessment of achievement trends is improving. Staff are beginning to use the new achievement dashboards. However, understanding, analysing and using evidence in decision-making are in the early stages of development.
Conclusion:	TPP has shown improvements in tracking student achievement and some analysis and understanding of data. Progress with

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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.

	supporting priority groups to reach parity of achievement is relatively new.

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

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	TPP has made improvements to how it engages with the West Coast community and employers, but there are some significant gaps in the breadth of contact with stakeholders.

Evidence sighted indicated that some graduate and employer surveys were very recent and had low response rates, and in places limited analysis. TPP acknowledges that the programme advisory groups are problematic due to the small number of employers, low population base and the length of the region, making it hard to get people together. TPP is exploring alternative mechanisms, and an example of meeting via video conferencing had worked well in gaining industry feedback on one programme.

Graduates are gaining employment in good numbers. In one programme, 100 per cent of 2017 graduates (n=22) gained employment related to the programme. Tracking graduate success overall is not yet comprehensive and remains an area for improvement.

Some stakeholder feedback at this EER noted that employers felt there were some barriers to adapting training to meet their needs, for example to facilitate part-time training for their employees. Stakeholder surveys appear generic and could be improved to specifically target a course or industry sector. Staff were being trained to better understand data.

TPP has been through three consistency reviews since May 2017 to determine that the qualifications' graduate profile outcomes were met, and all were rated 'Sufficient'.[2]

An online portal has been created to provide ease of access to all stakeholder information for all staff. Coast Connect is a 'web app' that that aims to link job seekers, industry and educational |

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[2] 'Sufficient' means the ITP presented sufficient evidence to show graduates have met the graduate profile outcome statements in the qualification attained.

	institutes with each other. These are likely to add value in the future.
Conclusion:	TPP is improving its tracking of graduates' success and engaging with stakeholders, and is developing processes to address areas of weakness identified at the last EER. TPP does not yet have a full understanding of the value of outcomes across all programmes.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Programmes include real workplace scenarios, work placements and on-site specialist environments, for example hair salon, jade carving and automotive workshops supporting students to apply theory and new skills in practice. External opportunities are also provided, such as building houses as a community project, work experience blocks, and leading outdoor education programmes for local schools.

Annual programme reviews have improved, although they are still a work in progress and could be more focussed on how well programmes meet student learning needs and local business contexts. The Diploma in Outdoor Instruction and Guiding continues to be a strong performer, getting very positive feedback from students, graduates and employers.

There is some variability in the effectiveness of teaching and in the timeframes for assessment due dates, and weaknesses in feedback to students on their assignments could affect the quality of the learning. Overall, tutors have relevant industry experience, are industry qualified, and have or are working towards completing adult teaching qualifications.

TPP is exploring more flexible delivery options to improve access for students in its lightly populated region, either face to face or using other institutes' programmes, such as distance learning through SIT2LRN.[3] |

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[3] SIT2LRN Distance Learning – Southern Institute of Technology

	TPP is now mainly delivering programmes leading towards New Zealand qualifications. As a result of its reduced size, TPP is looking to use other providers' programmes rather than develop its own. TPP considers that the current development of micro-credentials that are listed on the NZQF will be a useful tool in the future. The ITP is planning to use these to meet local student and workplace needs.
Conclusion:	Genuine progress is being made towards ensuring programmes meet the needs of the community, local industry and students. TPP is working on the quality of its analysis and review processes to ensure ongoing improvements.

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

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Improvements to student support were seen at this EER in line with TPP's improvement plan. A new student support activities dashboard has been developed to track student support across seven support services. This is used to track the numbers of students who have accessed help during 2016-2018, and the numbers for each year. This will help support staff to develop a clearer picture of trends in student needs and to identify the impact of support on improving retention.

Some improvements were noted also in support staff links to the community; for example, one staff member focuses on supporting students to access StudyLink information and ensuring every student is registered with a local doctor. As noted, the Kaiwhakahaere o Mātauranga Māori is working to re-establish relationships with local iwi, and to better support Māori students to succeed.

TPP gets good information on student needs in the early 'first impressions' survey, but a later survey does not ask students to reflect on the effectiveness of support provided.

It is early days for these improvements to show any impact on student engagement in their studies or student wellbeing. |
| Conclusion: | Improvements are occurring to lift student support and students' engagement in their study. Improved data on the numbers of students accessing support services is now collected and |

	improved analysis and use of this for ongoing improvements is planned.

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

Performance:	**Marginal**
Self-assessment:	**Good**
Findings and supporting evidence:	A Crown Manager was appointed to oversee TPP in December 2016 in response to a range of quality and viability issues. The Crown Manager is overseeing TPP as it has moved to refocus on the training needs of the West Coast. TPP has ceased delivery at degree level and reduced provision in other regions. The Crown Manager has noted a number of positive changes: • improvements in transparency and communication between management and staff • rebuilding of trust from the community • renewed focus on the needs of local students and employers • an improved financial position • streamlined organisational structure (still in progress), removing a previous siloed structure. An acting chief executive is in place until TPP has completed the process of improvements required by the Minister of Education, Treasury, the Tertiary Education Commission and NZQA. The previous TPP Council has been replaced and the four current Council members workplace have health and safety as their only delegated responsibility, with all other delegations remaining with the Crown Manager. A new academic board was recently established, as was an institutional academic committee which replaced several programme academic committees. Staff commented on the value of these changes, particularly the opportunity to be involved in the discussion and to contribute to decision-making. The recently approved document on expectations of student achievement and programme performance provides clarity and shared understanding of the targets required across all programmes. This has the potential to greatly improve academic monitoring and oversight and improve consistency and sharing

	of information, but it is too early to see any real improvements from these two management groups.

The academic board has a work plan for 2019 and has recently shared this with staff. They acknowledge they will need a full year cycle to see how effective the changes are. The board is reviewing a number of areas, including assessment materials (especially for industry training), external verification approval rates (which are high), surveys to collect the student voice (which were not working very well), having conversations with staff, and reviewing policies on self-assessment and self-assessment cycles. 'It will be a year of putting processes in place.' |
| Conclusion: | Under a Crown Manager and an acting chief executive, TPP has put in place significant changes in all areas, as required in the improvement plan. It is too soon yet to see evidence of ongoing, embedded improvements to TPP's sustainability, the quality of education provision and outcomes, and capability in organisational self-assessment. |

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	TPP has put in place a number of improvements to its compliance monitoring processes since the previous EER. A centralised compliance monitoring process has removed concerns about TPP being an organisation operating in silos, with resulting inconsistencies.

Improvements have included an audit of some, but not all, programme learning hours in 2018, and a single monitoring process for student contact hours and other non-contact learning hours. An updated legislative compliance policy was approved 8 October 2018. TPP is using AON[4] generated checklists to monitor legislative changes and compliance with them. TPP has also reviewed its quality management system and academic statute which contained some discrepancies and duplication. |

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[4] AON – risk management provider

	TPP has staff with sufficient knowledge to effectively monitor compliance accountabilities, as well as appropriate and clear processes to manage the relevant compliance accountabilities. A risk register is in place and is being monitored. There are no international students currently enrolled, but a review of staff understanding of the Code of Practice[5] and TPP's readiness for enrolling international students in the future identified no issues.
Conclusion:	In the year since the previous EER, TPP has taken a close look at its processes to monitor compliance and has put in place changes intended to improve compliance monitoring. While it is too early to determine the effectiveness of these changes, they are well considered and are likely to be effective.

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[5] The Education (Pastoral Care of International Students) Code of Practice 2016

Focus Areas

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

2.1 Focus area: Diploma in Outdoor Instruction and Guiding (Level 5)

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Course completions are 68 per cent, 87 per cent and 86 per cent respectively for the previous three years (2015-2017); the interim rate for 2018 is 95 per cent, showing steady improvement.
	Achievement is validated by moderation, with a small number of samples needing minor changes for improvement.
	Māori and Pasifika numbers are below 10, so percentages are not included, but the majority succeed. TPP has a good understanding of the reasons behind the low number of Māori enrolling and is working to increase this.
	Recent research (My Current State) into students' soft skills development is being further explored to add value and establish benchmarks. Initial findings show 'quite big shifts' in skills development.
	TPP gets feedback from industry and graduates, which has provided positive comments and suggested minor areas for improvement; for example, the inclusion of more self-directed learning and fewer assignments.
	Graduate feedback to evaluators was 100 per cent positive, with many examples of support provided to help students to graduate and gain related employment.
	Students and stakeholders regard the programme's physical resources as exemplary. Learning resources are fit for purpose and tutors are appropriately qualified, including in adult teaching, and are recognised in the sector internationally. For example, staff are involved in supporting and consulting for kayak ventures in Antarctica, and for an American university. This is contributing to increased student achievement and

	satisfaction.
	In recent years, 100 per cent of graduates have gained related employment, with many of the same employers wanting more graduates.
	There is remarkably well planned and considered oversight and management of this programme. Compliance matters are well managed, including health and safety, auditing of learning hours, and voluntarily gaining the Outdoors Mark with NZOIA.[6]
Conclusion:	This is a consistently high-performing programme which displays a strong commitment to continual improvement and is core to meeting West Coast industry needs.

2.2 Focus area: National Certificate in Extractives Industries (Mining Administration Surface Extraction B Grade) (Level 5)

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Course completions show most students are achieving. From 2016 to 2017 completions fell from 82 per cent to 77 per cent, just below the 80 per cent target. External moderation confirmed that most assessments met industry standards (96 per cent). The programme moderators recommended that tutors provide more assessment feedback to students.
	Students acquire knowledge and competencies related to their employment as well as relevant health and safety and other workplace regulatory requirements.
	The programme is highly industry-relevant and is essential as a prerequisite to applying for the Certificate of Competence to enable managers and supervisors to operate legally and safely. TPP is a key national provider of extractives qualifications – employers regularly enrol their employees to ensure a qualified workforce.
	Graduates can progress to the A grade qualification where this is relevant to the requirements of their employment.
	Feedback indicates that delivery could be improved to acknowledge the experience and skills of the students. Areas for

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[6] NZOIA is the qualification body for nine outdoor disciplines. There are three levels to each qualification, which are recognised nationally as the industry standard.

	improvement include reducing the size of block course components, ensuring clear understanding of assessment requirements at block courses, incorporating the application of new learning in the workplace, and practical management and leadership scenarios.
	Tutors are highly qualified and experienced professionals in the industry and are completing adult teaching qualifications.
	Programme management is well connected to and understands current national and future industry needs.
	Compliance requirements are well managed and include monitoring legislation, the programme and TPP's quality requirements.
	Self-assessment practices are developing and there is positive and purposeful engagement with TPP review processes and the achievement dashboard. Recent market research and changes to the external advisory group are likely to inform improvements, although these are not yet in place.
Conclusion:	Students achieve well and gain value from their study. The programme meets extractive industry legislative requirements and helps students meet workplace requirements and standards. Self-assessment practices need development, in particular stakeholder feedback and monitoring the effectiveness of contract tutors.

2.3 Focus area: New Zealand Certificate in Business (Administration and Technology) (Level 3)

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	This programme was first run in 2017, and course completions were strong at 79 per cent, just 1 percentage point below the target.
	Māori enrolments are low (10 in 2017, which distorts the percentages), and their achievement rate at 60 per cent is lower than the overall rate. The sole Pasifika student completed all courses.
	Graduate outcomes indicate good value, with 78 per cent of graduates gaining employment and 41 per cent enrolling in the

	level 4 programme.

Achievement rates are validated by external moderation which has confirmed that all samples met the required standard, with minor changes to assessments.

Students are gaining a range of soft skills, and employers report that the training adds value to their businesses through employed graduates. It was noted that businesses used to approach TPP for graduates, but since the last EER this has dropped somewhat. This is not directly attributable to this programme, and it was unknown whether it was an overall TPP issue.

The advisory group meets twice a year, but the value added is less clear.

Tutors are well qualified, including in adult teaching, and have up-to-date industry experience, but professional development has slipped in the last year.

Of note was a valuable tutor study of local job advertisements analysing the key skills employers are looking for and mapping these to the programme.

Technology is used creatively to link to the Westport campus, giving students continuous access to the Greymouth tutors. Students are provided with effective personal, study and literacy and numeracy support to help them stay in training and succeed.

Staff feel they and the programme are well supported by management, with suitable resourcing. Past gaps have been identified – such as staff feeling isolated – and are being progressively addressed; programme reviews are also being improved.

Systems and processes – such as new dashboards – to understand achievement is a work in progress, although tutors know their students and the local industry well.

Processes to monitor compliance have been improved and systems are being used effectively. |
| Conclusion: | Overall, students are achieving well and gaining valued employment. The programme is progressively addressing issues and strengthening self-assessment. |

2.4 Focus area: New Zealand Certificate in Tourism (Level 3) with strands in Tourism and Travel (Level 3)

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Course completion rates for 2016-2017 increased from 71 per cent to 98 per cent. The interim figure for 2018 is 88 per cent, still above the TPP target of 80 per cent.
	Māori achievement by percentage has improved from slightly below the overall rate in 2016, to slightly above in 2017. The 2018 interim achievement rate is currently again sitting slightly below. However, enrolment numbers are below 10, which significantly distorts the percentage figures. There have been no Pasifika enrolments for 2016-2018.
	Overall qualification completions have been above the target (60 per cent) for 2016 and 2017. The interim 2018 figure is a significant 31 percentage points above the target.
	With relatively low enrolments (11, 15 and 27 for 2016-2018), withdrawals (five, four, eight) have some but not a significant impact on overall achievement rates.
	There is good demand for graduates, with most from the last two years employed in the industry. Some have gained added value by completing a food and beverage qualification, extending their skills and industry knowledge.
	The programme meets industry needs, and the demand for graduates exceeds supply. There are opportunities to enhance the delivery to include the West Coast context, for example Māori heritage, tikanga and Te Reo Māori.
	There have been improvements in programme review and reporting to management. These are in the initial stages, so it is too soon for evidence of effectiveness. The mechanism to gain industry and stakeholder feedback is not operating effectively at this stage.
	Teaching staff are well qualified and have appropriate industry experience, enabling them to enhance the relevance of classroom-based learning through sharing real-world experiences and expectations.
	Work placement experience is beneficial for students and needs

	to be more integrated into the programme to maximise work opportunities and the learning gained by being in a real workplace. Professional development is provided to help staff understand self-assessment and other tools for reviewing educational performance.
Conclusion:	Overall, this small programme is performing well, with students gaining value and employment as a result. Some review processes have areas where more analysis could add value and provide clearer information on what is working well or needs improving.

Recommendations

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

NZQA recommends that Tai Poutini Polytechnic:

- Monitor the changes implemented since the previous EER in 2017 to determine resulting improvements.

- Further develop staff skills in reflective practice and embed the self-assessment processes started this year.

- Develop a well-considered plan for any handover of responsibilities from the transition management group to any new management staff to ensure continuity of improvements in policies and practices.

Requirements

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

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

Appendix 1

Information as supplied in Tai Poutini Polytechnic's self-assessment summary

Table 1. External moderation approval rates

Milestone Report	Southern Institute of Technology (SIT)		SKILLS		MITO	
	% Passing Pre-Mod	% Verified	% Passing Pre-Mod	% Verified	% Passing Pre-Mod	% Verified
April /May	87%	91%	N/A	N/A	N/A	N/A
June / July	80%	83%	100%	97%	N/A	100%
Aug / Sept	80%	86%	N/A	99%	68%	98%

Table 2. Course completion rates 2015-2017

Course Completions	Successful Course Completion All Qualifications Percentage All Funding Sources			
	2015	2016	2017	*2017
All Students (all funding)	82%	79%	79%	86%
Under 25 (all funding)	77%	74%	76%	84%
Māori and Pasifika	78%	72%	70%	80%
International	78%	72%	85%	84%

*Course Completion based on 2018 mix of provision (i.e. devolved programmes excluded)

Table 3. Qualification completion rates 2015-2017

Qualification Completions	Successful Course Completion All Qualifications Percentage All Funding Sources		
	*2015	*2016	*2017
All Students (all funding)	60%	59%	57%
Under 25 (all funding)	68%	62%	65%
Māori and Pasifika	73%	66%	62%
International	42%	32%	45%

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Table 4. Graduate outcomes for 2017

TPP collaborated with Otago Polytechnic in graduate outcome benchmarking exercises with other ITPs, with results comparing favourably with the other ITPs. In the most recent 2017 graduate outcomes survey, graduates from programmes at TPP, Southern Institute of Technology, Otago Polytechnic, Eastern Institute of Technology and Waiariki Polytechnic were surveyed. Benchmarking information for graduate outcomes is provided in the table below.

2017 Otago Graduate Outcomes Report	TPP	ITP Average
Graduate Overall Satisfaction with Programme	96%	94%
Programme Recommendation	97%	92%
Value for Money	95%	90%
Graduates in work and or study	97%	96.3%

Table 5. Graduate survey response rate

The graduate survey response rate was 39 per cent and results showed good employment/further study outcomes and high levels of satisfaction by graduates with the quality and value of their programmes. TPP graduates indicated high levels of programme satisfaction, with 93 per cent of respondents either agreeing or tending to agree with the statement: 'Overall I was satisfied with the quality of the programme'.

Statement	Agree
Employed, self-employed	79%
Further Study	37%
Overall satisfied with the quality of their programme	93%

Table 6. Student enrolments 2016-2018

	2016	2017	2018
National Certificate in Extractives Industries	296	304	112
New Zealand Certificate in Business (Administration and Technology)	Nil	52	40
Diploma in Outdoor Instruction and Guiding	24	24	26
New Zealand Certificate in Tourism	11	15	27

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

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

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

- *Identify organisational fraud[7]*

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

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation and cooperation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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). The Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/qa-rules/external-evaluation-rules-2016/1/, while information about the conduct and methodology for external evaluation and review can be found at https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz

Final