



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Marine and Specialised  
Technologies Academy of New  
Zealand Limited

Date of report: 5 March 2024

# About Marine and Specialised Technologies Academy of New Zealand Limited

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*Marine and Specialised Technologies Academy (MAST) is a new private training establishment. Previously it was an industry training organisation (ITO) for 27 years, and has been operating as a training provider for the marine sector since August 2021. MAST offers various modes of training delivery, including workplace apprenticeship training, campus-based programmes (pre-trade, micro-credentials) and online learning in the marine, composite and specialised technology training areas. The training supports the New Zealand marine and specialised technology sector and associated trades.*

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| Type of organisation:            | Private training establishment (PTE)  |
| Location:                        | 79-85 Westhaven Drive, Westhaven, Auckland  |
| Eligible to enrol intl students: | No  |
| Number of students:              | Domestic: 615 full qualification programme enrolments (including a School to Work micro-credential) for the 2023 year to date.<br><br>Total Māori enrolled in all programmes is 165, and Pasifika 28  |
| Number of staff:                 | 17 full-time staff; two part-time staff plus five contractors   |
| TEO profile:                     | <a href="#">MAST Academy</a><br><br>MAST Academy possesses the credentials and expertise to effectively deliver work-based apprenticeships, supported by access to online learning resources and campus-based workshops. The transition to becoming a PTE under the Reform of Vocational Education (RoVE) was driven by MAST Academy's desire to fully cater to the needs of the marine, boating and composite and specialised technology industries. |

MAST's transition to a PTE was a two-year process. With a background of RoVE and Covid, MAST has now begun to settle into operating as a PTE with the ensuing compliance requirements.

The new PTE has taken over the former ITO's management of workplace training.

MAST currently has accreditation for 21 programmes and two micro-credentials.

Last EER outcome:

This is the first EER for this PTE.

Scope

Focus areas:

1. The MAST vision – to be the New Zealand centre of excellence for marine, composite and specialised technology training
2. New Zealand Certificate in Power Boat Systems Servicing and Repair (Technician) (Level 4) ID:126881 [Ref:3848]
3. New Zealand Certificate in Marina Facilities (Level 4)
4. Launch It – School to Work (micro-credential) ID: 128020 [Ref:4803]

MoE number:

6034

NZQA reference:

C53926

Dates of EER visit:

31 October-3 November 2023

# Summary of results

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*MAST provides skilled apprentices to the boating and marina industry including composites and specialised technology including industrial textiles. There is good evidence of MAST working prudently to meet its vision of being a centre of excellence, ensuring a strong commitment to quality training with worthwhile outcomes. Performance is generally strong, and self-assessment will continue to gain traction, resulting in updated delivery resourcing and enhanced learner support.*

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## **Confident in educational performance**

- MAST has focused on making considered decisions around the PTE's vision, mission, strategic intent and sustainability.
- The purpose and direction of the organisation is clear and strategically focused. MAST has improved the quality of academic oversight, leadership and support for training advisors.

## **Confident in capability in self-assessment**

- Learners achieve well, with good credit completions across the programmes. Learners gain relevant skills that are applicable to and used in industry. Further work and initiatives to support Māori and Pasifika learners into training are ongoing.
- MAST is well connected to the marina, composites and specialised technology industries, including industrial textiles, and is highly regarded. The value of the outcomes from the training for all stakeholders is evident.
- MAST is updating its programmes and micro-credentials – including online learning activities and assessments – to meet the qualification requirements and needs of learners.
- MAST effectively supports apprentices and involves them in the learning. The PTE strives to ensure that all students can participate through a variety of engaging learning activities while on the job.

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- MAST has effectively managed its important compliance accountabilities with clear policy documentation and careful risk management.
  - Self-assessment is strong, improvement-focused and innovative. MAST is already identifying gaps while looking to grow the organisation's vision, with evidence of improvements emerging.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Excellent</b>   |
| Self-assessment:                  | <b>Excellent</b>   |
| Findings and supporting evidence: | <p>Trainees are acquiring useful technical skills and knowledge. Completions and withdrawals are monitored closely to note their occurrence and significance. All trainees are already in employment or on work placement while learning, and they use their new knowledge and skills immediately in their employment.</p> <p>The trainees need the knowledge and confidence they gain to be able to perform in their workplaces where they use the new skills. They have confidence in their ability to use their learning as apprentices and then as qualified professionals in their trade.</p> <p>MAST's goal for 2023 is an 80 per cent credit achievement rate.<sup>2</sup> Credit achievement for the 2023 year to June is 77 per cent. The first-year apprentice retention rate is steadily increasing again, from a low of 66 per cent in 2021 to 71 per cent in 2022. The increased support that the PTE can give an apprentice through additional training advisors has begun to show in the high credit completions for 2022. MAST is on track for this to continue in 2023. As yet, there is no comprehensive analysis of achievement data for disabled learners as a priority group.</p> <p>There was a worthwhile increase in overall performance by ethnicity in 2022: Māori credit completion increased from 64 per cent to 66.5 per cent, and Pasifika from 62 per cent to 84 per cent. Credit completion for non-Māori and non-Pasifika also increased from 66 per cent to 71 per cent.</p> |

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

<sup>2</sup> This is based on the targeted total number of credits to be achieved by all active trainees.

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|             | <p>Year-on-year enrolment by ethnicity shows a significant increase in Māori enrolments – up from 71 in 2020 to 107 in 2022, with a high of 165 in 2021.</p> <p>MAST collects and analyses learner and staff feedback (quantitative and qualitative). Feedback from the workforce development council and industry guides performance around achievement.</p> |
| Conclusion: | MAST has achieved good credit completion and retention rates across all programmes over the last four years as an ITO/PTE. This includes improved outcomes for priority learners. Effective analysis and findings justify and support self-assessment.  |

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

|                                   |   |
|-----------------------------------|---|
| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Excellent</b>  |
| Findings and supporting evidence: | <p>MAST is tightly allied with its industry and highly connected to the sector. This enables ongoing updates on latest practices and new rules, ensuring the learners' investment in tertiary education meets their needs and aspirations.</p> <p>Stakeholders value the outcomes from the training. The value of outcomes for learners is apparent, with school leavers gaining a pathway, apprenticeships gained, and employment held.</p> <p>MAST takes an active interest in how suitable the knowledge, skills and attributes of their graduates are for their intended destination. The PTE has many formal and informal approaches and techniques to identify how well it is meeting the outcomes required by industry. This is confirmed by the stakeholders, learners and graduates.</p> <p>MAST's activities are informed by ongoing industry contacts. The PTE supports and maintains New Zealand boat building and related economic activity, including the growth of increasingly important technologies in carbon fibre (worth \$NZ3.5 billion by Infometric's estimation). This was also a key value at MAST's last EER as an ITO.</p> |

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|             | <p>MAST has established that about one-third of staff will leave the industry in the medium term, mostly to retirement. However, economic forecasting shows strong demand for the products of this industry. MAST is working well with industry and schools to close this emerging skills gap by attracting and training talent.</p> <p>Strong evidence was seen of innovative work with secondary schools nationally (the School to Work micro-credential) and also the work being undertaken with iwi in Eastern Bay of Plenty in supporting entry to boat building trades by and for Māori.</p> <p>Comprehensive data tracking of outcomes is providing good self-assessment information for MAST. The PTE is using the information well to enhance provision and meet the needs of their many stakeholders.</p> |
| Conclusion: | <p>Apprentices, graduates, industry representatives and school coordinators interviewed clearly endorse MAST. This is based on the PTE keeping current with changing needs, working to provide relevant apprenticeship programmes, micro-credentials and skills, and meeting a need for skilled craftspeople in the marine industry.</p>  |

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

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| Performance:                      | <b>Good</b>  |
| Self-assessment:                  | <b>Good</b>  |
| Findings and supporting evidence: | <p>MAST has been diligent in the review, design and updates of the training schemes and programmes offered to ensure relevant and current training. Frequent and regular interaction with marine, industrial textiles, marina and composites associations and employers ensures the courses/modules within the programmes remain up to date and relevant.</p> <p>MAST employs training advisors who have ongoing contact with apprentices and workplaces. This contributes to the PTE's clear understanding of sector needs and what is required on the job.</p> |



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|  | <p>Programmes are well structured, and modules can be moved to ensure a good fit with any apprentice workplace availability and to allow for seasonal work. Learning plans ensure a pathway of learning is followed. Practical skills are completed on site or, if no capacity is available for the training, moved to another site for that learning component.</p> <p>MAST has identified a need for training advisors to have a more comprehensive grasp of literacy and numeracy and other common learning challenges. This is part of a move to campus-based, pre- and post-trade programming, and is a work in progress.</p> <p>Responding to a demand from employers, MAST has increased apprentice/employer visits by training advisors to a minimum of five visits per year. This is to ensure apprentices are motivated and progressing and achieving the required credits to complete within the duration targets. Both training advisors and learners use the PTE's learner management system to ensure learning activity and progress is occurring.</p> <p>Learner feedback highlighted the need for changes to learning materials, which is underway. With workbooks requiring considerable updating to meet the revised programmes and assessments, the design and delivery of the programme is also being updated. MAST is working towards conversion to digital delivery and continuing the improvement by incorporating moving digital images into the 'workbook'. These will be located on the learning platform where 3D interactive diagrams are to be used.</p> <p>Staff are highly qualified in their field of expertise and engage in relevant professional development. Training advisors meet formally in catch-up meetings to discuss visits and learner progress, and to inform learners of any changes.</p> <p>Most assessments were at the national standard. Robust moderation processes are in place where pre-and post-internal moderation of assessment material checks whether alignment to learning outcomes and unit standard requirements are still valid. Internal pre-moderation has been completed for 80 unit standards. Some changes were made to assessments to match workforce development council requirements. MAST is revising assessment</p> |
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|             | <p>questions to address issues from a) expired unit standards, b) review of programme modules, and c) external pre-moderation. The workforce development council provides 'interim rulings', allowing quick changes and the updating of assessments, one example being to take account of moves from petrol and diesel engines to electric.</p>  |
| Conclusion: | <p>MAST is identifying and matching needs and fulfilling a primary role of supplying apprentices and tradespeople to the industry skills pipeline. Delivery methods and resources are a work in progress, with the 'modernising' of programmes unit-by-unit with improvements around digital access and currency of skills and knowledge. Currently, this is largely a paper-based approach to teaching and learning.</p> <p>The PTE has begun to move all learning resources to a more accessible online digital platform. There is good evidence that performance is generally strong in this area and will continue to gain traction with the new measures being implemented currently.</p> |

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

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| Performance:                      | <b>Good</b>   |
| Self-assessment:                  | <b>Good</b>   |
| Findings and supporting evidence: | <p>Learners and graduates say their learning and pastoral needs are well met. They are well supported and motivated in their learning and assessment. They can view their progress against expected credit achievement rates by accessing the PTE's learning management system for collecting data/information, monitoring and reporting on the progress for apprentices, training advisers and employers.</p> <p>One-to-one motivation and support are given for those who require encouragement or learning assistance, or who may have difficulty performing various skills. Learners with disabilities are identified at enrolment, when/if issues arise during the apprenticeship but are not formally monitored or tracked.</p> |

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|                    | <p>The role of the training advisor is critical to boost learner wellbeing and support their knowledge and skills, and needs to be elevated. Training advisors need to update their skills in the areas of learner wellbeing and support. They also need to gain a more comprehensive grasp of the literacy and numeracy challenge and the embedding of good practices as part of the move to campus-based, pre-trade programming.</p> <p>Regular scheduled meetings between training advisors and the apprentice and workplace trainer/employers cover progress, assessment checks, additional tutoring and coaching as required. The visits also provide an opportunity to check on learner wellbeing, but need to be better recorded and regularly reviewed.</p> <p>To ensure compliance with the Code of Practice for wellbeing and pastoral support, MAST has completed staff professional development. The PTE plans to organise more capability-building of staff to ensure consistency of practice across training advisors and transition advisors. Communication about the self-review and Code outcomes with all staff would enhance organisational understanding and awareness of Code obligations.</p> <p>Regular learner surveys gain feedback that is collated and analysed, with outcomes noted for improvement or change if needed. Changes made include learners wanting modules to be matched to the seasons, and meetings with training advisors after assessment.</p> <p>Learners are supported to participate through a variety of engaging learning activities in both the theory and practical components of the training. The increased support now offered from MAST training advisers is showing in improved credit achievement and completion rates. However, there is a general lack of data and analysis on learner uptake of the learning and support and on what works and why.</p> |
| <p>Conclusion:</p> | <p>Apprentices are effectively supported and involved in their learning. Performance is generally strong and will continue to progress with the new and improved support and wellbeing measures, including training for the training advisors.</p>  |

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

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| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Excellent</b>  |
| Findings and supporting evidence: | <p>MAST has faced significant challenges with RoVE and ‘two years of uncertainty’ as to their continuation and employment but has managed to retain staff through the Covid period. MAST has taken a number of steps to transition to a PTE: reshape governance as a PTE and communicate that change to industry; review qualifications and hand them over to the workforce development council; and get on top of the delayed review of 80 or so unit standards. Stakeholders and apprentices suggest that ‘service performance’ over that time was not interrupted (apart from a frustrating lack of some workbooks).</p> <p>The purpose and direction of the organisation is clear and strategically focused. MAST is fulfilling its core purpose well and meeting all the important needs of its wide provision comprehensively. It is providing highly valued outcomes for workplaces, school leavers and apprentices, with a clear focus on ongoing quality improvement.</p> <p>Management has a conscious strategy of recruiting to its values and employing highly skilled staff. An open communication style and a reflective culture is evident in the management and staff, with all supporting the learners/apprentices and each other and also contributing to the above-mentioned improvements and changes.</p> <p>Decisions for staffing, site use and better use of data have been founded on coherent planning and the commitment of the leadership team.</p> <p>MAST is continuing to develop innovative pathways linking school (NCEA) into workplaces and on to employment/apprenticeship (this was at an early stage at the last EER).</p> <p>The governing board has been reviewed and specific actions have and are being taken as a response to findings.</p> <p>Evidence of solid work in self-assessment and leadership actions are evident since NZQA confirmed the organisation’s PTE status. The 2023 investment plan sent</p> |

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|             | to the Tertiary Education Commission has ensured that self-assessment combined with the growth is occurring.   |
| Conclusion: | MAST is well led and has clear goals and an achievable vision and direction. As noted, self-assessment is an ongoing part of the leadership team’s mandate. There are some significant areas still to be improved and MAST is currently implementing these improvements to support its goal towards ‘world-class standards’. |

### 1.6 How effectively are important compliance accountabilities managed?

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Excellent</b>   |
| Self-assessment:                  | <b>Excellent</b>   |
| Findings and supporting evidence: | <p>MAST has the people, systems and procedures in place to effectively manage its important compliance accountabilities. It has suitable quality assurance policies and procedures in place to support consistent practice.</p> <p>There is a high level of both internal and external documentation supporting the organisation’s operations, and a systemised approach to compliance oversight.</p> <p>NZQA compliance is well managed, with all aspects being met, including credit reporting requirements.</p> <p>The PTE has generally sound and robust moderation practice in place. Concerns raised in external moderation have mostly been addressed with a new moderation plan in place for 2024. Appropriate processes and oversight ensure the programmes are being delivered as approved.</p> <p>MAST has undertaken a coherent and systematic Code review, ensuring the requirement has been met.</p> |
| Conclusion:                       | MAST takes a well-organised and coherent approach to compliance. The PTE has developed appropriate systems, processes and practices for identifying its compliance responsibilities. The review of key practices is robust, with high quality and comprehensive data around compliance provided.   |

# Focus areas

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

## 2.1 MAST’s vision to create a New Zealand centre of excellence for marine composite and specialised technology training

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|-----------------------------------|--|
| Performance:                      | <b>Excellent</b>   |
| Self-assessment:                  | <b>Excellent</b>   |
| Findings and supporting evidence: | <p>MAST Academy has a cohesive strategy framework that links its vision to a set of three strategic goals and eight key focus areas. This framework outlines what the PTE wants to achieve and the areas of work they will focus on to achieve these goals.</p> <p>The three strategic goals are all included within a set of values that define the way MAST works and how they engage with each other, learners, whānau, employers, industry and other stakeholders.</p> |
| Conclusion:                       | <p>MAST’s vision is well underway, with plans drawn for the centre of excellence and full stakeholder support gained. Good progress has been made towards a complex ‘problem solution’ (i.e. not having previously had a campus). MAST has designed a proposed facility and set aside resources to deliver on it.</p>  |

## 2.2 New Zealand Apprenticeship in Power Boat Systems Servicing and Repair (Technical) (Level 4) [Ref. # 8604 -2]

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Good</b>  |
| Self-assessment:                  | <b>Good</b>  |
| Findings and supporting evidence: | <p>MAST enrolled 113 trainees for the 2023 year, working with 83 employers. Credit achievement for the past four years has been good and has exceeded the MAST goal of 80 per cent credit achievement each year (see below except for 2021 – a Covid year):</p> <ul style="list-style-type: none"> <li>• 2019 credit achievement 82 per cent</li> <li>• 2020 credit achievement 91 per cent</li> </ul> |

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|             | <ul style="list-style-type: none"> <li>• 2021 credit achievement 65 per cent Covid/transitioning</li> <li>• 2022 credit achievement 84 per cent</li> <li>• 2023 credit achievement 98 per cent.</li> </ul> <p>The former ITO's resources are being used and following a review the workbooks are either being updated or new workbooks developed as part of MAST improvement processes.</p> |
| Conclusion: | Performance is generally strong, and MAST will continue to make gains with new and improved resources, as well as the support and wellbeing measures being implemented.   |

### 2.3 New Zealand Certificate in Marina Facilities (Level 4) with strands in Boatyard Operations and Marina Operations [Ref: 3123-1]

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Good</b>  |
| Self-assessment:                  | <b>Good</b>  |
| Findings and supporting evidence: | <p>This programme was recently changed. The reason for the change involved apprentices not being able to complete their training as they were unable to complete the unit standard (26542).</p> <p>MAST enrolled 20 trainees for the 2023 year, working with 12 employers. Credit achievement in the past has been good and has exceeded the MAST goal of 80 per cent credit achievement each year (see below apart from 2021 – a Covid year):</p> <ul style="list-style-type: none"> <li>• 2019 credit achievement 100 per cent</li> <li>• 2020 credit achievement 87 per cent</li> <li>• 2021 credit achievement 62.5 per cent (combined ITO/MAST)</li> <li>• 2022 credit achievement 87 per cent</li> <li>• 2023 credit achievement 66 per cent to August.</li> </ul> <p>Programme changes and updated resources will provide up-to-date outcomes for learners.</p> |

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|-------------|---|
| Conclusion: | Performance is generally strong and will continue to lift achievement with the new and improved resources, as well as the support and wellbeing measures being implemented. |
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## 2.4 Launch It School to Work micro-credential

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|-----------------------------------|--|
| Performance:                      | <b>Excellent</b>   |
| Self-assessment:                  | <b>Excellent</b>   |
| Findings and supporting evidence: | <p>The Launch It School to Work programme is a level 2, 15-credit micro-credential delivered on campus along with work experience training. For 2023, out of 43 enrolments, 22 have completed, 13 have withdrawn from the programme, and 8 are still active. In 2022, 97 per cent of those on the programme were either in trades, full-time work or continuing education.</p> <p>For 2023, the learners are still technically at school. Ninety-one per cent are tracking towards a trade apprenticeship, staying in school or tertiary education, or taking up full-time work.</p> |
| Conclusion:                       | There is strong evidence of innovative work with secondary schools nationally with the School to Work programme, which produces high completion rates and comprehensive progression outcomes.  |



# 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 Marine and Specialised Technologies Academy of New Zealand Limited:

- Continue the capability-building of staff currently underway on the Code of Practice to ensure consistency of practice across training advisors and transition advisors.
- Commit to a more comprehensive grasp of literacy and numeracy training and basic embedding of good practices as part of the move to campus-based, pre-trade programming. The PTE can do this by developing a strategy for better recognising and responding to literacy and numeracy needs, that is, embedding literacy and numeracy best practices into all training materials, assessments and other student-facing communications.
- Give more consideration to the learner voice by growing those communities of practice and ensuring training advisors update their skills around learner wellbeing and support.

# 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

**Table 1. Overall programme credit achievement rates across the four years, showing ITO and PTE outcomes**

|      |                 |         |
|------|-----------------|---------|
| 2019 | 93%             | ITO     |
| 2020 | 80%             | ITO     |
| 2021 | 66%             | ITO/PTE |
| 2022 | 71%             | PTE     |
| 2023 | 80% to 13/12/23 | PTE     |

# 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<sup>3</sup>*
- *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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<sup>3</sup> 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.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*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, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- *maintaining micro-credential approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and 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 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, 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/>.

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