External Evaluation and Review Report

Literacy Aotearoa Charitable Trust

Date of report: 12 November 2019

About Literacy Aotearoa Charitable Trust

Hutia te rito o te harakeke, kei hea te kōmako e kō? Kī mai nei ki ahau, he aha te mea nui o te ao? Māku e kī atu, he tangata, he tangata!

Literacy Aotearoa is a national not-for-profit organisation established in 1982 to develop, promote and deliver accessible, quality literacy services designed to ensure the peoples of Aotearoa are critically literate and able to realise their full social, cultural and economic potential.

Type of organisation:	Private training establishment (PTE)
Location:	Level 1 Compass House, 162 Grafton Road, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 7,663 students in 2018; 30 per cent Māori and 11 per cent Pasifika
	International: nil
Number of staff:	229 full-time equivalents (teaching staff)
TEO profile:	[Literacy Aotearoa Charitable Trust](#)
Last EER outcome:	Confident in educational performance and Not Yet Confident in capability in self-assessment (2018)
Scope of evaluation:	• Literacy, Language and Numeracy (LLN) Upskilling – ACE[1]-funded programme. Sixty-eight per cent of students in 2018 were ACE-funded; the majority were LLN students.
	• Intensive Literacy and Numeracy (ILN). In 2018, 8 per cent of students were ILN students.
	• Workplace Literacy and Numeracy (WLN). In 2018, 11 per cent of students were WLN students.

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[1] Adult and Community Education

Final report

- New Zealand Certificate in Adult Literacy and Numeracy Education (NZCALNE) (Vocational/Workplace) (Level 5). In 2018, 4 per cent of students (324) were NZCALNE students.

MoE number:	6658
NZQA reference:	C37540
Dates of EER visit:	16-19 July 2019

Summary of Results

Literacy Aotearoa is a strong literacy provider which is meeting the needs of a large number of priority learners across a range of communities. There is strong evidence of achievement and valued outcomes for stakeholders. Organisational changes since the last evaluation have strengthened the quality of self-assessment information.

Confident in educational performance

Confident in capability in self-assessment

- Literacy Aotearoa is meeting the most important needs of its learners and priority stakeholders.

- Learners are acquiring the literacy and numeracy skills they need to navigate their daily lives and contribute positively to family and community.

- Programmes (LLN, ILN and WLN) meet diverse learner needs. Learner goals are co-constructed and regularly reviewed, and achievement is celebrated. This is evident in the core ILN/LLN programmes, which account for the majority of learners.

- Organisational capability and sustainability to deliver on its kaupapa has been strengthened through recent structural changes, which have also triggered well-informed governance and management changes and a range of policy and system enhancements.

- Self-assessment capability has been strengthened since the last EER, although there are some areas that require attention at a system and programme area level.

- There is considerable expertise and dedication within Literacy Aotearoa. The organisation services an area of critical educational need, particularly for under-served, migrant or previously unsuccessful learners. The focus and future sustainability of the organisation appears to be significantly strengthened since the previous EER.

Key evaluation question findings[2]

1.1 How well do students achieve?

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Achievement and outcomes for the majority of Literacy Aotearoa learners are interconnected. Learners participate in a range of adult literacy and numeracy programmes because they want to gain the skills and confidence they need to support their wellbeing and navigate their daily lives. Learners are achieving the outcomes they value. In addition, learners interviewed by the evaluators described wide-ranging benefits from participating in the flexible programmes of Literacy Aotearoa.
	Needs assessment undertaken by Literacy Aotearoa has shown that the priority for the majority of learners is to address their immediate literacy and numeracy goals. The options of employment, further training and/or education are potential outcomes of their programmes and learning. For this reason, achievement is measured by tracking goal achievement (all programmes), and through LNAAT[3] progress (only for ILN and WLN). Recent changes have improved national office access to and analysis and monitoring of the data previously held regionally. Some ILN and WLN students have the opportunity to achieve unit standards.
	Literacy Aotearoa is using research-informed indicators to gather data from its learners to measure and monitor their immediate success as a precursor of long-term success. These indicators are analysed across programmes and years (but not yet by priority groups).
	Although there are limitations in the use of aggregated performance data across all sites, the current focus is on individual goals and learning progress, which is particularly strong and well documented.

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

[3] LNAAT is the Literacy and Numeracy Adults Assessment Tool.

	The performance of learners in the NZQA-approved programme is marginal. While this is a small group of learners, their success is important and Literacy Aotearoa has provided sufficient evidence that it has invested in changes that are beginning to show critical improvements in performance.
Conclusion:	Achievement is rich and diverse across a wide range of learners seeking to improve their lives. The Literacy Aotearoa self-assessment approach is improving outcomes, is multi-layered and research-informed. Data is being gathered and used to inform improvements.

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

Performance:	**Excellent**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Literacy Aotearoa makes a valuable contribution to communities across the country. It does this through its individualised and flexible approach to supporting learners to gain the literacy and numeracy skills they need to contribute to their families, the workplace and/or the wider community. While there is a growing and robust body of evidence of value for LLN ACE-funded learners, the evidence for valued outcomes for the smaller number of NZCALNE learners and stakeholders is patchy.

Literacy Aotearoa collates outcomes data from its learners (which includes the extent to which learners self-assess that they have developed new skills and confidence, whether they are hopeful for the future, and have improved their chances of work). This data is analysed at a site level as part of self-assessment discussions monthly, and a sample is collated and analysed annually by national office. At this stage, the collation is done manually. Data from external stakeholders (including employers) is also variable across sites.

Destination data is minimal but reflects the intent and nature of the short courses offered. Direct impact on learners' daily lives has higher, more immediate value than further study and/or employment; for some learners, these are longer-term aspirations. Literacy Aotearoa is in discussions with the Ministry of Education to track the destinations of their learners to further understand the long-term impact of the learning. |

	Literacy Aotearoa works collaboratively and purposively with priority stakeholders to advance shared outcomes, including with government agencies, non-government agencies, industry training organisations, private training providers and employers. The organisation's reach and presence in a number of isolated and small communities is valued. The new structure has further enhanced collaborative activity – the recent employer-led workplace literacy and numeracy pilot with a major airline being a case in point.
Conclusion:	Literacy Aotearoa provides valued outcomes to learners and stakeholders. Although the evidence of meeting stakeholder needs is compelling, the evidence of valued outcomes for employers in particular has limitations at this time.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Literacy Aotearoa operates a learner-centred programme design and delivery approach. Learning activities are contextualised for relevance to learners' daily lives. Learners and stakeholders value the opportunity to participate in community-based activities. These include visits to the local library where students enrol themselves and their families, to the local citizens advice bureau, budgeting services and supermarkets and to school and community events.

Tutors and learners regularly review learning goals to ensure the programme is meeting learner needs as well as extending their skills and abilities. While responsive, this approach has resulted in a proliferation of programmes where innovative solutions are not well shared. Also, while programmes have been regularly monitored and reviewed locally, there has been no overall systematic review at a national level. This is set to change with the new structure in place. The organisation plans to review all its offerings in order to retain and share what works well while maintaining a level of local flexibility, responsiveness and innovation.

Individual assessments inform individual learning plans and goals. Initial LNAAT assessments and progress assessments |

	are completed for some learners, depending on funding conditions or to inform teaching practice. Targets have been set internally to increase the percentage of students completing the LNAAT.
	The structure and delivery of the NZCALNE programme now more closely suits the needs of the learners, who are mainly Literacy Aotearoa volunteer tutors or part-time tutors.
	External moderation and assessment has been problematic in the past for unit standard-based programmes, but in the last two years moderation results have improved.
Conclusion:	Designing programmes and activities that meet the needs and aspirations of a diverse range of learners and stakeholders is a strength of Literacy Aotearoa. Reviews of programmes and learner needs at a local level are regularly occurring. This involves each learner and is used to improve teaching practice and learner outcomes.

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

Performance:	**Good**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Learners across the programmes are well supported. Programme design and learner support are interconnected through individualised programmes of learning, close monitoring of progress, continuous feedback and feedforward discussions, small classes (preferred maximum eight in a class), with the opportunity for more intensive support if required.
	Learners co-construct their learning goals and are well supported to achieve them. Learners have opportunities to use their skills, increasing the relevance of the learning to their daily lives. Learner support for NZCALNE trainee tutors has improved with the new systems of blended delivery.
	Barriers to learning are reduced through local programmes that are free to all eligible learners. These can be short courses (as little as a 16-hour programme, depending on learner situations and funding conditions), and contextualised to areas of interest, including creative art and writing, digital technology, financial literacy and healthy living.

	The short duration works well for learners who have families, work commitments or health conditions preventing them from engaging in full-time or even part-time study.
	Learners interviewed described their tutors as caring, supportive, helpful and focused on their success. As described by one learner, 'they help you to be the person you want to be and they don't make learning hard'.
	The learner journey is supported from initial interview and assessment through to graduation and progress to other programmes that continue to build on their literacy and numeracy skills. Learner goals are monitored closely by tutors with a focus on moving learners from short-term gains to achieving longer-term goals.
	Literacy Aotearoa success in engaging and supporting Māori learners to achieve their goals is due to its holistic and relational pedagogical approach. The PTE has also engaged a Pasifika steering group to develop a strategy to improve engagement, inclusiveness and responsiveness to Pasifika learners. The strategy is due to be piloted this year. Staff training to better support diverse learner groups has already begun nationally.
Conclusion:	Literacy Aotearoa learners are well supported and highly involved in their learning. Staff are specifically trained to reflect the values of Literacy Aotearoa in their work.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Literacy Aotearoa has undergone significant change since the last EER. The changes are well considered, retain a focus on supporting educational achievement and sustainability, and enable innovation and sharing of practice while maintaining the unique and proven kaupapa developed by Literacy Aotearoa over many years. The changes include:
	• Changing a national incorporated body into one organisation (charitable trust) that is more agile and responsive to the learner.
	• New governance drawn from a wider body of expertise and

	capability than previously.
	• Streamlined reporting and ensuring ongoing alignment between national and regional priorities.
	• New executive and operational management roles have also been introduced.
	A comprehensive change management plan is in place with a range of implementation activities at various stages of completion.
	New governance members took up their roles in July 2019, with two incumbents retained to oversee and support the transition and induction of new board members. Plans are in place to refresh the strategic plan (2016-2020); governance sub-committees of strategic importance and terms of reference have been refreshed; governance policies have been reviewed; the chief executive's performance is more closely monitored.
	The transition is being well led by governance, the chief executive and the executive team, with little disruption to learners. The kaupapa (purpose) of the organisation remains strong; management and staff are settling into their new roles; new business planning processes are being embedded across the organisation; and enhanced systems and processes are improving the quality, nature and timing of performance reporting from the local sites to governance. A strategic review of programme offering is planned for September 2019.
	Te Kete Mauri Ora – the Literacy Aotearoa quality assurance and outcomes framework – provides the strategic framework for organisational self-assessment. Findings from self-assessment and internal evaluation reports are used to guide improvement-focused discussions at all levels of the organisation. Despite variable performance and self-assessment capability, Literacy Aotearoa knows where capability needs strengthening and has systems and coaching in place to support staff.
	Investment and partnerships in research that contributes to outcomes and informs organisational processes is a strength of the organisation.
	Oversight of staff and volunteer qualifications, capability and capacity has improved with the changes in structure. A new performance management system is being implemented.
Conclusion:	Governance and management have effective systems in place to

	support educational performance. Literacy Aotearoa has a comprehensive self-assessment framework which is providing management with a range of evidence to support decision-making and monitor ongoing improvement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	As a result of the structural changes, governance and national office management have established more direct accountability for local sites to monitor and track compliance. Enhanced systems allow cluster management to monitor attendance, learner hours against funding, and educational performance. This ensures results reporting complies with NZQA requirements. Spot audits of enrolment files nationally ensure funding criteria are being met. There is more communication between national office staff and clusters to clarify learner eligibility. Unit standard assessments are collated nationally for moderation and reporting. Contracts for literacy and numeracy support with industry training organisations, ACC and other key clients are also centrally managed for quality and compliance. Governance has effective systems and capability to manage risk. Attention to this aspect has been enhanced. No particular concerns relating to NZQA or Tertiary Education Commission accountabilities were identified at this evaluation.[4]
Conclusion:	The trust has systems and processes in place to effectively manage its most important compliance accountabilities. These are being strengthened as the new structure becomes embedded.

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[4] The Tertiary Education Commission conducted an audit in 2018 and found one area of non-compliance which has been addressed. The Tertiary Education Commission also outlined concerns around NZCALNE delivery and performance.

Final report

Focus Areas

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

2.1 Focus area: Literacy, Language and Numeracy Upskilling (ACE-funded); Intensive Literacy and Numeracy

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	In 2018, Literacy Aotearoa delivered tuition and training to approximately 5,000 learners funded through ACE. Approximately 3,800 (76 per cent) of those learners were on LLN Upskilling programmes.[5] A further 651 learners (8 per cent of total learners) were on ILN-funded programmes.[6] Learners who participate in LLN and ILN-funded programmes say their learning is relevant to their everyday lives. For some learners, the opportunity to re-engage in learning, establish a social network in their community, and identify and achieve their own learning goals in a supported environment are key outcomes that have transformed their lives. Literacy Aotearoa has stories, research and quantitative evidence such as goal achievement, surveys (relating to improved confidence, communication and willingness to help others) and LNAAT data to evidence and monitor educational performance. Some ILN learners can also achieve unit standards where appropriate to their learning goals. In 2018, 268 unit standards were awarded to ILN students. There are robust systems in place for monitoring performance. The programme is monitored daily by the tutors and the results reviewed by management for improvement. Clusters are at different levels of using performance data well to make informed improvements. Literacy Aotearoa identified this variability through its own self-assessment processes, and strategies have been rolled out to improve capability. There is no breakdown or analysis of goals and outcomes data

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[5] LLN programmes are generally 25-49 hours per learner. Learners can participate in multiple LLN or ACE-funded courses.

[6] ILN programmes are generally 80-300 hours per learner and delivered over 20 weeks.

| | for Māori and Pasifika LLN and ILN learners. LNAAT data for Māori and Pasifika learners is reported but there is limited analysis for trends, opportunities and improvements.

There is good evidence of stakeholder relationships that sustain ongoing referrals and programme relevance to individual learners. Stakeholders felt that learners were more engaged in their communities and with their families. These are valued outcomes in often highly deprived and/or isolated communities.

The learner journey is well managed, with regular opportunities for self-review and next steps built into the process. Local sites have the flexibility to offer programmes based on demand, which meets learner needs. Tutors felt well supported and some were taking part in an online platform to build a community of practice. Tutors evaluate and reflect on session plans, with some evidence of tutors keeping daily reflective journals.

Learners felt well supported, genuinely cared for and comfortable to re-engage in learning. Environments are inclusive and accepting. Successes are celebrated and learners can share what they have learnt with family and the wider community at graduation.

Cluster management teams are new to their roles but not new to the organisation, therefore operations locally have continued with minimal disruption to learners. While adjusting to changes in staffing and systems has been time-intensive for some sites, staff felt the change process was well managed and positive.

Systems for managing compliance appear robust, with good tracking of important compliance accountabilities. |
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| Conclusion: | LLN and ILN programmes are well designed, learner-centred and lead to positive and transformative outcomes for learners. Monitoring of learner progress and adapting and improving is evident across the organisation. Analysis of achievement for Māori and Pasifika and the programme overall is a gap. |

2.2 Focus area: Workplace Literacy and Numeracy (WLN)

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	WLN enables Literacy Aotearoa to provide specific literacy and numeracy support to people employed in a range of workplaces. Some of these learners may be seeking an educational goal not connected to a qualification. The real value for learners is the increased confidence and self-esteem they gain as a result of their improved literacy and numeracy. Graduates, stakeholders and learners interviewed spoke highly of the place Literacy Aotearoa holds in supporting education and wellbeing in communities.
	Similar to ILN learners, WLN learners also complete the LNAAT assessment at the beginning of their programme. Progress assessments are encouraged but not required. LNAAT data for 2018 shows that those learners who were reassessed achieved a measurable gain in their literacy and numeracy (83 learners, approximately 10 per cent of all WLN learners, did the progress assessment). Literacy Aotearoa is putting in place internal expectations and supports to improve the use of progress assessments to better understand and report progress.
	At the individual learner level, teaching and learning is suitably documented. Programmes are tailored to learner goals related to their employment, including upskilling their digital literacy and computing skills, writing CVs, gaining their driving licences, and understanding workplace health and safety requirements.
	Learners interviewed were able to clearly describe their aspirations for enrolling and the solid progress they had or were making towards their learning goals.
	Clusters report monthly on the number of learners enrolled, withdrawals, learner engagement and action and improvement plans. The extent to which this is done well for WLN learners was variable across sites, making it challenging to gain a comprehensive national view of how well Literacy Aotearoa is meeting the needs of WLN learners and other stakeholders (employers).[7] There were no compliance concerns noted at the time of the EER.

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[7] Literacy Aotearoa notes that WLN (TEO-led) reports to employers are not required. Where employees wish to keep their learning confidential (from their employer), this request is respected.

Conclusion:	WLN is an area that has the potential to improve learner contribution to the workplace and their employability, which will in turn improve the lives and wellbeing of them and their families. Performance informed by robust analysis of comprehensive stakeholder data nationally is a gap.

2.3 Focus area: New Zealand Certificate in Adult Literacy and Numeracy Education (NZCALNE) (Level 5)

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	The NZCALNE is the only NZQA-approved programme within this EER and has had variable performance.[8] The programme is delivered in a blended learning mode, with online material, teacher-directed days, and a practicum. There have been some concerning weaknesses in past delivery. As recently as 2018, the Tertiary Education Commission audit report and the Literacy Aotearoa own programme review indicated high student non-completion rates and weaknesses in managing the previous, expiring qualification. As a result, extensive efforts were introduced to assist as many students as possible to complete their qualification in 2018. These sources, along with other Literacy Aotearoa data, call into question student readiness for both the level of study and the mode of delivery. That said, a range of constructive changes have been made by management to improve the current programme and introduce new and intensive mechanisms to ensure quality self-assessment. (See Appendix 1, Table 1 for the achievement data.)

Graduates can obtain paid or voluntary work with Literacy Aotearoa as facilitators of adult literacy and numeracy. The programme is the main form of professional development – and a required qualification – for tutors at Literacy Aotearoa. The qualification informs their practice, relates to the kaupapa of Literacy Aotearoa, as well as having content related to using the LNAAT. Other PTEs also enrol their tutors in the programme, and those interviewed expressed their support for the programme.

The students and recent graduates highly value the practicum |

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[8] This qualification replaced the National Certificates in Adult Literacy and Numeracy (Educator) and (Vocational/Workplace Trainer) which expired in 2018.

| | component, the application of the theory to their local context, and the links to support from their local colleagues. They value the theory components but wanted more 'how to teach [adult literacy and numeracy] skills'. Graduates said that teaching techniques are gained primarily through the observation and mentoring students receive from their colleagues.

Issues around poor site-readiness for the face-to-face components (where IT suitability was often found wanting), as well as technical issues with the online platform[9] have both improved. Prerequisite knowledge and the student acceptance process have been strengthened. The decision to appoint highly experienced tutors as permanent part-time facilitators is likely to strengthen ongoing connection with the students, which has previously been variable.

The evaluators found limitations in data about the impacts and outcomes value of the qualification. Phone surveys of graduates have provided useful, recent information for providing a stronger basis for connecting the programme with the desired features of teaching practice. Moderation of assessment is occurring, is reasonably well documented, and is reported to a programme committee. Close monitoring of the progress of each student at each cluster is now clearly evident. |
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| Conclusion: | This programme is important but is not the core focus of Literacy Aotearoa educational delivery. Improvements are occurring, but recent history has affected current performance. |

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[9] iQualify – supplied by The Open Polytechnic of New Zealand, the developer and owner of the online platform and associated curriculum. Literacy Aotearoa has a business arrangement to use the material.

Final report

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.

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

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. NZCALNE level 5 focus area – course and qualification completion data 2017-2018

	2017	2018
Qualification completions – all students	41%	45%
Course completions – all students	79%	38%
Course completions Māori	80%	23%
Course completions Pasifika	65%	16%
Course completions – under-25-year-olds	88%	84%

Source: Literacy Aotearoa self-assessment summary (undated)

Final report

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[10]*

- *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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[10] 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.

Final report

Regulatory basis for external evaluation and review

External evaluation and review is conducted under 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 authorised as responsible for Part 20 of the Education Act.

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 including ITOs but excluding universities, and*

- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 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 2018 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, training schemes 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 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). 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/.

Final report

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