



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

Quality Consultants New Zealand Ltd
trading as QCONZ

Confident in educational performance

Confident in capability in self-assessment

Date of report: 1 May 2018

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	6
3. Conduct of external evaluation and review.....	6
Summary of Results	8
Findings	10
Recommendations	18
Appendix	19

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Quality Consultants New Zealand Ltd trading as QCONZ
Type:	Private training establishment (PTE)
First registered:	2011
Location:	50 Church Road, Hamilton
Delivery sites:	Training delivered nationally at clients' or temporary premises
Courses currently delivered:	<p>Short courses for Primary Industry Training Organisation trainees:</p> <ul style="list-style-type: none">• Food Safety, Milk Quality 1, Milk Quality 2, Dealing with Dairy Farm Effluent <p>Short courses for the New Zealand Milking and Pumping Trade Association (NZMPTA):</p> <ul style="list-style-type: none">• Selecting the Right Pump; Farm Water Reticulation; Farm Dairy Effluent Hydraulic Design; Milk Quality and Grade Troubleshooting; Mastitis Management; Milking Time Testing; Milk Delivery; Liner Selection; Milking Machine Testing Refresher; Stray Voltage; Cleaning Systems Evaluation• Training scheme: Competency Certificate for the NZMPTA Milking Machine Test (Level 4)

	<p>Training for the aged care sector:</p> <ul style="list-style-type: none"> • Food Control 1 and 2 <p>A variety of short courses and workshops for the dairy industry, including e-learning modules.</p>
Code of Practice signatory:	No
Number of students:	<p>Domestic: approximately 17 equivalent full-time students in 2017</p> <p>1,124 students attended Primary ITO courses in 2017 (10 per cent were Māori, 1 per cent Pasifika, 8 per cent Filipino and 4 per cent Indian). The remainder were New Zealand European or of unknown ethnicity. Forty-six students attended NZMPTA courses and 200 students undertook aged care courses. A further 1,736 individuals attended other industry courses or workshops and/or completed e-learning modules.</p> <p>International: nil</p>
Number of staff:	5.3 full-time equivalents (most staff work partly for the training business and the remainder of their time for the other business activities of QCONZ)
Scope of active accreditation:	<p>Training schemes:</p> <ul style="list-style-type: none"> • Competency Certificate for the NZMPTA Milking Machine Test (Level 4) • Certificate in Farm Dairy Systems Management (Level 4) <p>Domains:</p> <ul style="list-style-type: none"> • Dairy Farming (to level 3) • Farming Skills (to level 3) • Livestock Husbandry (to level 3) • On Farm Milk Quality (to level 3)
Distinctive characteristics:	<p>QCONZ is a short-course (one to five days) provider for the dairy industry.</p> <p>Course delivery to Primary ITO trainees (approximately 90 per cent of training activity)</p>

includes face-to-face training (classroom and on-farm), workshops and self-directed study. Assessments are carried out on-farm by 15 regionally based assessors. QCONZ use Primary ITO course and assessment materials.

NZMPTA contracts QCONZ to develop, deliver and assess courses on its behalf. QCONZ develops the course materials, while NZMPTA coordinates the courses and registers the students. The Milking Machine Tester course includes a five-day residential programme delivered in a purpose-built facility in Palmerston North. Prior to the course, students must successfully complete 10 e-learning modules. After the course, students are required to successfully complete four post-course modules and six full tests of milking machines conducted in the workplace to gain registration as an approved milk tester.

Recent significant changes: Aged care training (delivered to employees of a large provider of aged care) was previously a significant proportion of QCONZ's training activity (33 per cent of student courses in 2016). The employer has subsequently moved to an in-house training model, and QCONZ has determined that this provision is not a good strategic fit with the remainder of its business. Aged care training will be completely phased out during 2018.

In 2016, QCONZ purchased an e-learning platform for the primary sector and has subsequently developed more than 300 interactive e-learning modules for both rural trainees and QCONZ's own staff. QCONZ has also developed a smart phone training and assessment app for booking on-farm assessments.

Previous quality assurance history: At the previous external evaluation and review (EER) of QCONZ in 2014, NZQA was Confident in the PTE's educational performance and its capability in self-assessment.

QCONZ has met the external moderation requirements of Primary ITO.

In 2016, QCONZ became an ISO9001-certified business, and later achieved ISO17020 certification (recognition for organisations performing third-party inspections).

Other: QCONZ offers consultancy and advisory services (nationally and internationally) in assurance and training systems for the dairy industry. The training business makes up a small proportion of the total business (less than 10 per cent of revenue for the current financial year).

2. Scope of external evaluation and review

Two focus areas were included in the scope of the EER:

- Milk Quality 1 and 2 – short courses delivered and assessed on behalf of Primary ITO, with 926 student enrolments in 2017 (these are part of a suite of courses which represent approximately 90 per cent of QCONZ’s training activity). Since 2016, Milk Quality 1 has incorporated a food safety component, and can lead to the New Zealand Certificate in On Farm Milk Quality (Milk Harvester) (Level 3). The stage 2 course builds on the previous course and can lead to the New Zealand Certificate in Agriculture (Dairy Farming) (Level 4).
- Competency Certificate for the NZMPTA Milking Machine Test (Level 4) – this has been delivered for a major client since 2013 (it was a focus area at the previous EER) and is one of the organisation’s two training schemes listed on the New Zealand Qualifications Framework (NZQF). During 2017, 46 students enrolled in this training scheme.

Training for the aged care sector was previously a significant proportion of QCONZ’s activity, but this provision has almost completely ceased this year and therefore was not selected as a focus area. Achievement information is provided to contribute to the overall picture of QCONZ’s educational performance.

3. Conduct of external evaluation and review

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

Two evaluators conducted the on-site enquiry phase of the EER on 15 and 16 February 2018. The team interviewed the chief financial officer (also a shareholder/director), training manager, general manager business and people development, training coordinator, three senior tutors/tutors and two assessors. Phone interviews were conducted with a selection of students from the two focus areas, four industry representatives (including two members of the advisory committee and a representative from NZMPTA) and two representatives of Primary ITO.

Documentation considered by the evaluators included: the strategic plan, dairy industry review document, performance metrics document (including achievement data, demographics and student information), training and assessment materials, student handbook and meeting minutes. In addition, key features of online systems for course delivery, administration and review were demonstrated to the evaluators.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud¹*
- *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.*

¹ 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.

Summary of Results

Statements of confidence on educational performance and on capability in self-assessment

NZQA is **Confident** in the educational performance of **Quality Consultants New Zealand Ltd, trading as QCONZ**.

NZQA is **Confident** in the capability in self-assessment of **Quality Consultants New Zealand Ltd, trading as QCONZ**.

- Students at QCONZ are gaining theoretical knowledge and practical skills that are directly relevant to their employment in the dairy industry.

Achievement rates are generally strong (refer Table 1), although delays in on-farm assessments have affected completion rates for 2017. Assessment and moderation processes provide assurance of the validity and consistency of achievement.

QCONZ is developing its capability in analysing achievement data and using it to understand educational performance. This includes close monitoring of individual student progress to completion, including the number of assessment attempts. An annual review of overall performance metrics is planned.

- QCONZ's training is highly valued by dairy industry stakeholders for upskilling the workforce and improving product quality. Stakeholders confirm that QCONZ is a responsive and innovative organisation. QCONZ has enhanced its e-learning capability which is effective in meeting the learning needs of the dairy industry workforce.

QCONZ has an excellent understanding of the needs of the dairy industry. Areas for skills improvement and training solutions are identified through regular engagement with key industry players, including an advisory committee established in 2017. QCONZ plans to adopt a more formal approach to analysing and reflecting on information gathered from on-farm visits, conducted as part of core business.

- QCONZ invests in technology to support consistency and quality in the management and delivery of training by a distributed workforce. This includes the development of two databases and a smartphone application for the administration of course delivery and assessments and, since 2016, more than 300 e-learning modules. Audio recordings of assessments are useful for verifying and moderating assessments.

Online forms and processes have been developed for regular reviews of course delivery and student feedback. Some examples of improvements to course materials and learning activities were provided. Refinement of the forms and

processes, with a greater focus on prompting reflection and the identification of opportunities for improvement, would strengthen QCONZ's self-assessment capability.

- QCONZ's organisational purpose and direction is clear and leadership is effective. The delivery of training is closely integrated with QCONZ's core business of auditing and development of training systems for the primary sector. This ensures that trainers and assessors (who also work as auditors) maintain current knowledge about dairy farm systems and industry requirements. QCONZ also supports trainer development through funded professional development, access to e-learning modules, and feedback from observations and moderation activity.

QCONZ has generally effective processes for managing compliance including online audit forms and regular reviews against key requirements and policies and procedures. Processes for monitoring actual learning hours for training schemes require strengthening.

Findings²

1.1 How well do students achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Learner achievement at QCONZ has been generally strong during the period covered by the EER (refer Table 1). Learners are completing courses and gaining theoretical knowledge and practical skills of direct relevance to employment in their industry.

Table 1. Successful course completion rates (and number of students enrolled) at QCONZ 2014–2017*

Course	2014	2015	2016	2017
NZMPTA: Milking Machine Testers	97% (34)	100% (34)	95% (20)	93% (46)
Primary ITO: Milk Quality 1	93% (173)	96% (558)	-	-
Milk Quality 1 and Food Safety	-	-	82% (451)	52% (637)
Milk Quality 2	82% (76)	96% (269)	85% (391)	42% (289)
Dealing with Dairy Farm Effluent	93% (55)	93% (113)	92% (212)	53% (198)
Aged Care: Food Control 1	100% (17)	97% (74)	98% (104)	94% (109)
Food Control 2	100% (5)	95% (95)	100% (39)	96% (91)
Health and Safety 1	71% (28)	83% (403)	84% (115)	-
Health and Safety 2	0% (24)	83% (289)	89% (92)	-

*Data provided by QCONZ; calculation of successful course completion rates excludes students who withdraw or do not attempt any assessments.

Achievement data is underpinned by robust assessment and internal moderation practices. Primary ITO confirms that QCONZ assessments consistently meet the required standard.

The decline in completion rates for Primary ITO courses in 2017 is due to a significant backlog in the completion of assessments (first or second assessment attempts) which are undertaken on-farm after workshops. QCONZ attributes the backlog to growth in student numbers and seasonal farm operations which reduces

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

the available assessment periods. The PTE has recruited additional assessors to remedy this. QCONZ is also working closely with Primary ITO to ensure that students understand assessment requirements. Assessment activity is being closely monitored to ensure progress continues in reducing the backlog.

Since the previous EER, QCONZ has extended its analysis of student achievement data. For example, QCONZ has analysed the number of assessment attempts for students enrolled in Primary ITO courses 2015–2017 by overall student numbers, by course, ethnicity, the age of the student and size of the farm. QCONZ reports that non-European New Zealanders are more likely to require a second assessment, although overall achievement is broadly comparable. In 2016 pass rates for Māori students were 96 per cent and for Pasifika students were 100 per cent.³ QCONZ has benchmarked achievement rates with another provider, although different calculation methods for successful course completion reduce the value of this data.

QCONZ has improved its understanding of learner achievement since the previous EER. However, the collation and analysis of data in a consistent and reliable reporting format remains a work in progress. QCONZ has prepared a comprehensive document summarising student participation and performance metrics (dated February 2018) and advises that an annual review of this data is planned. There is, as yet, limited evidence that the information is being systematically reviewed to identify changes leading to improvements.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The training provided by QCONZ is highly valued by dairy industry stakeholders including learners. A key contributing factor is the synergy between the company's consultancy activities and the training activity. This means that training is delivered by staff who are acknowledged as experts in dairy farm systems and are knowledgeable about industry requirements.

QCONZ makes an important contribution to the wider community. The dairy industry is a major earner of export revenue for New Zealand; each year QCONZ provides training to approximately 10 per cent of farms in the industry. Stakeholders interviewed by the evaluators, including representatives of major dairy companies, confirmed the important contribution QCONZ makes to upskilling

³ Due to the very small number of Pasifika students, percentage pass rates are not statistically reliable.

the workforce and improving product quality, which underpins this export activity. QCONZ's training supports farm owners and employers to meet industry compliance requirements and to maintain product quality. This employee upskilling also gives farm owners and managers confidence to delegate additional responsibilities.

QCONZ is the only provider of training for NZMPTA and has a longstanding contract to train milking machine testers. Since the previous EER, an average of 88 per cent of students who completed the Milking Machine Tester course have gone on to achieve certification. Since 2016, annual checks of milking machines have been required for all farms which means there is good industry demand for certified testers.

QCONZ engages regularly with industry stakeholders at various levels of the organisation and is responsive to requests for skills improvement and new training solutions. Farm visits, conducted annually as part of QCONZ's auditing activities, provide opportunities to gather useful information. Key training staff and management also meet regularly with representatives of Primary ITO, dairy companies and industry agencies.

QCONZ says it plans to adopt a more formal approach to analysing and reflecting on information gathered from stakeholder engagement. Recently, QCONZ completed a review of the current state and emerging trends within the New Zealand dairy industry, drawing on information from a range of sources, and with a focus on training needs and outcomes. An advisory committee has been established and met twice in 2017. There is anecdotal evidence that courses provide students with essential knowledge and skills for their employment and support their career progression, for example from farm assistant to farm management. QCONZ has recently sought feedback from a small number of ex-students about the value and utility of the training. It was not evident to the evaluators that these initiatives have had any impact, as yet, on QCONZ's training activities.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

QCONZ is a responsive and innovative organisation, developing new courses as required to meet stakeholders' training needs. For example, in 2015 two courses for on-farm staff on the principles of safe agrichemical use and storage were developed in consultation with key stakeholders. There has been significant uptake of these courses by the industry. QCONZ's e-learning developments are

particularly useful for meeting the learning needs of the dairy industry workforce. They support the delivery of small modules of learning, using a platform which can run in a fully offline mode which is well suited to rural environments. The e-learning modules also present materials in accessible ways for learners with limited secondary education or language difficulties.

The focus area courses are delivered on behalf of Primary ITO and NZMPTA. The currency of the Milking Machine Tester course is maintained through regular input from NZMPTA, and in response to changes in industry and technology. QCONZ uses Primary ITO course and assessment materials, and contributes from time to time to revisions and updates. During 2016 QCONZ reviewed its course delivery for Milk Quality 1 and Food Safety in response to feedback, making changes to increase the accessibility of the materials to learners, such as reducing text and increasing visual content. A review of student evaluations before and after the changes showed increased satisfaction with the learning experience.

Feedback from students indicates generally high levels of satisfaction with the design and delivery of the NZMPTA Milking Machine Tester course. Compulsory pre-course e-learning modules (completion of which is monitored by QCONZ and NZMPTA) minimises the amount of time away from the workplace and ensures students are well prepared for the face-to-face component of the course. The five-day residential course includes a mix of theory and practical exercises facilitated by two tutors, enabling students to apply their knowledge and skills in a variety of contexts. QCONZ is not monitoring post-course learning activities⁴ in the workplace, although submission of the tests required for certification is tracked (refer 1.6). It is not evident that review activities with industry have addressed the question of whether the structure and credit value of the training scheme remains relevant.

QCONZ has satisfactory processes in place to maintain academic standards and integrity. Stakeholders confirm that QCONZ is participating in required external moderation activities and is teaching and assessing to the required standard. In addition to an observation programme (of both tutors and assessors), QCONZ uses audios of assessments (for e-learning modules in the Milking Machine Tester course and for parts of the on-farm assessment for Primary ITO courses). These are then reviewed by course managers (with particular attention paid to borderline results). Additional support or training is given to assessors as required to maintain consistency across the courses.

QCONZ has, in recent years, invested in databases and a smartphone app for the management, delivery and review of courses. For example, review and evaluation forms (including tutor self-review after each course, quarterly course reviews by

⁴ The approved training scheme includes a significant number of learning hours to be completed after the residential course, including e-learning modules and workplace learning.

course managers, and periodic audits of course delivery by the training manager) are all online. This approach ensures that the reviews are completed in a timely fashion, and that outcomes are available to key staff and can be collated. However, the examples sighted by the evaluators showed limited evidence of meaningful insights being gained. Refinement of the forms and processes, with a greater focus on prompting reflection and the identification of opportunities for improvement, would strengthen QCONZ's self-assessment capability.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

QCONZ students have a variety of educational backgrounds, including limited secondary education, low levels of literacy and numeracy, and/or English as a second language. Students benefit from small classes and access to knowledgeable tutors who are expert in the technical aspects of the content and familiar with the day-to-day practices of dairy farming and milk production.

Students have opportunities to apply their knowledge and skills in face-to-face courses and during on-farm self-directed learning, as they complete their portfolios of evidence and prepare for final assessments. Additional one-to-one support is available as required. QCONZ reports that a 'professional conversation' approach being introduced for on-farm assessments provides further opportunities for students' learning and development.

Student evaluations and feedback from stakeholders who have undertaken observations confirm that, overall, tutors generally engage effectively with students and respond well to their needs within the context of short courses. QCONZ has identified the need to build staff capability for responding to the changing nature of the dairy industry workforce. Recent initiatives include in-house e-learning modules (for example to equip tutors with background knowledge relating to dyslexia), attendance at targeted courses (for example in establishing culturally safe and inclusive learning environments), and enrolment in qualifications in adult education. Student feedback, regular observations by course managers (when tutoring or assessing), and co-teaching with colleagues (in the Milking Machine Tester course) also assist in the identification of areas for further development. It is not evident that QCONZ has a process for understanding the impact of these staff development activities on student learning and outcomes, although work is underway on a formal staff performance management process.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

QCONZ has a longstanding commitment to delivering training as part of its services to the dairy industry. The close integration of training activities with QCONZ's core business of auditing and development of training systems for the primary sector underpins the PTE's reputation and credibility with key stakeholders.

Operational oversight of training is delegated to key management who report regularly to the directors, who are actively engaged in the wider QCONZ business. QCONZ has a strategic focus on innovation in business development and service delivery. This focus is reflected in the emphasis on technology in the training business, including a significant investment in e-learning capability and ongoing development of databases, to support teaching, assessment and management of courses.

The digitisation of processes and forms for the training business supports the control and oversight of training activity and communication across a distributed workforce. Enhancements since the previous EER have increased the engagement of staff with review activities and have improved the organisation's ability to gather and analyse data, including learner achievement. Further development of forms (to prompt a reflective, rather than a checklist approach) and a more systematic approach to reviewing data (to understand trends and to identify strengths and areas for improvement) would further enhance QCONZ's capability in self-assessment.

1.6 How effectively are important compliance accountabilities managed?

The rating for performance in relation to this key evaluation question is **Good**

The rating for capability in self-assessment for this key evaluation question is **Good**.

As an auditing business, QCONZ understands the requirements for organisations to manage compliance obligations, and the training group has generally effective processes for managing compliance.

The QCONZ quality training manual is structured to ensure alignment of QCONZ systems and procedures for learning, delivery and assessment with NZQA requirements for registered PTEs. The manual is managed through a document management system, which also records and manages assessments for Primary ITO students. The system provides for online audit forms and regular reviews of

conformance with key requirements and policies and procedures, and for identifying corrective or preventive action.

QCONZ only delivers one approved training scheme.⁵ During the EER, the evaluation team noted that QCONZ closely monitors the completion of e-learning modules prior to the face-to-face course. However, there is currently no evidence of QCONZ ensuring that the students' remaining learning hours are consistent with the training scheme (and the approved credit values) approved by NZQA. This area of compliance requires strengthening.

The evaluators noted that QCONZ:

- Complies with the requirements of external moderation of standard-setting bodies.
- Has appropriate procedures for handling student complaints, and provides relevant information to students in the student handbook and on the back of the enrolment form.
- Ensures compliance with other relevant legislation, including the Health and Safety at Work Act 2015, reflecting the nature of the industry they are training for.

The evaluators identified no significant issues with compliance at QCONZ.

⁵ Training scheme for the Competency Certificate for the NZMPTA Milking Machine Test.

Focus Areas

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

2.1 Focus area: Milk Quality Stage 1 and 2

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

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

2.2 Focus area: Competency Certificate for the NZMPTA Milking Machine Test (Level 4)

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

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

Recommendations

NZQA recommends that QCONZ:

- Consider refining course review forms and processes to prompt reflection and the identification of opportunities for improvement.
- Consider a more systematic approach to reviewing performance data and information gathered from stakeholders to understand trends, and to develop action plans and monitor their impact on outcomes.
- Strengthen processes for monitoring students' self-directed study hours, to be consistent with the training scheme (and the approved credit values) approved by NZQA.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation 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 NZQF Programme Approval and Accreditation Rules 2013, 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 Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, 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 External Evaluation and Review (EER) Rules 2013.

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 External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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