

Report of External Evaluation and Review

New Zealand College of Chinese
Medicine Ltd

Confident in educational performance

Confident in capability in self-assessment

Date of report: 22 January 2015

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Final

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:	New Zealand College of Chinese Medicine Ltd
Type:	Private training establishment (PTE)
Location:	321 Great South Road, Greenlane, Auckland
Delivery sites:	One only as above
First registered:	1998
Courses currently delivered:	<ul style="list-style-type: none">• Certificate in English for Tertiary Study (Level 4)• Certificate in Foundation Studies for Health Maintenance – Traditional Chinese Medicine (Level 3)• Diploma in Acupuncture – Traditional Chinese Medicine (Level 7)• Diploma in Chinese Health Studies (Level 5)• Diploma in Chinese Herbal Medicine (Level 7)• Diploma in Tui Na (Level 7)• Diploma of Acupuncture (Level 7)• Bachelor of Health Science (Level 7)
Code of Practice signatory:	Yes – 18 years and over
Number of students:	Domestic: 108

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	Māori: one
	Pasifika seven
	International: 13
Number of staff:	Eleven
Scope of active accreditation:	NZQA-approved courses, as listed above
Distinctive characteristics:	New Zealand College of Chinese Medicine Ltd (NZCCM) offers traditional Chinese medicine (TCM), based on 6,000 year-old knowledge and traditions. Clinics for members of the public are offered on site. NZCCM's purpose is stated as 'bringing Chinese medicine into New Zealand healthcare community to benefit the health and wellbeing of all New Zealand'.
Recent significant changes:	Two significant appointments were made in 2013: an Academic Director and a Quality Assurance Manager and Registrar. The organisational structure has been under review since the appointment of the two new roles. The organisational structure has also been commented on by the NZQA-appointed degree monitors, specifically to provide additional independence and clear separation between the governance, management and academic teams. The Bachelor's programme has been redeveloped and redesigned from the original approved format of 2009. The redesigned programme was approved by NZQA in February 2014. NZCCM is co-leading the Targeted Review of Qualifications (TRoQ) for qualifications currently registered on the New Zealand Qualifications Framework (NZQF) for Alternative Medicine.
Previous quality assurance history:	In December 2011 the first scheduled degree monitoring panel identified several issues about health and safety, research and a staff member with a low level of English language. Eight Conditions were placed on NZCCM's registration as a private training establishment in response to these concerns. All concerns were subsequently addressed to the degree monitors' satisfaction and NZQA lifted all Conditions in May 2013. In

January 2014 a degree panel visited as part of the approval process for the revised degree, following the special review of the degree programme in 2013. This resulted in 10 recommendations for improvement. At the time of this evaluation, five were completed and work was in progress to address the other five recommendations. A degree panel visited NZCCM in August 2014, but the report from the visit was not completed at the time of this evaluation.

NZCCM has, in the last two years, revised the degree programme and made improvements to the clinics. These changes have largely been in response to a compliance notice, issued to NZCCM on 21 December 2011. The Conditions placed on the organisation resulted from the first degree monitors' visit to the Christchurch and Auckland campuses on 8 and 9 December 2011 and a subsequent special review in 2013. Improvements have included implementing an electronic client clinical records database, and refurbishments to the clinic area to meet health and safety requirements.

NZCCM was most recently evaluated by NZQA in 2010, resulting in NZQA being:

- Confident in educational performance
- Confident in capability in self-assessment.

NZCCM has consent to assess unit standards on the NZQF, but last assessed learning against these standards in 2012. External moderation of these by NZQA showed NZCCM was using materials that were fit for purpose and all assessor judgements were at the national standard. NZCCM is not required to engage with any other standard-setting bodies for external moderation against the NZQF.

External moderation of degree assessments have been carried out by a local university and most samples showed materials are fit for purpose and assessment decisions were at an appropriate level and standard. NZCCM has signed a memorandum of agreement with an Australian

provider of traditional Chinese medicine to address a degree panel-identified area for improvement, that external moderation should be carried out by an organisation 'more similar to NZCCM'.

2. Scope of external evaluation and review

This evaluation included a review of governance and management to determine how well the organisation provides oversight, resourcing and organisational direction, and how well it is being managed to ensure appropriate planning and monitoring is occurring for a degree-conferring institution.

International student support was reviewed to determine how well students from other nationalities are prepared and supported to live and study successfully and safely in New Zealand and at this institution. This evaluation also reviewed NZCCM's processes to monitor how well it meets the spirit and letter of the Code of Practice for the Pastoral Care of International Students.

The Bachelor of Health Science degree programme was chosen for this evaluation based on student enrolment numbers, the NZQF level of the programme, and the fact that it has been recently reviewed by NZQA-appointed monitors.

These areas provided the evaluators with sufficient depth and breadth of NZCCM's offerings to form evaluative conclusions about the value and merit of educational provision and outcomes at the institution.

Very few students are enrolled on other programmes offered at NZCCM, and therefore did not warrant inclusion within the scope of this evaluation.

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.

A team of two evaluators and one health specialist acting as advisor to the evaluation team visited the Greenlane site in Auckland for two days. The evaluators interviewed:

- The two owner/directors
- The Academic Director and Quality Assurance Manager and Registrar
- Teaching staff, and administration staff involved in the degree programme

- Staff responsible for student enrolments and pastoral care of international students
- A sample of students from the degree programme and other programmes, including international students
- Members of the advisory group
- External stakeholders, an external management advisor, and a sample of graduates were contacted by phone following the site visit.

A wide range of the organisation's documents and records were reviewed, as were reports and documents held on file within NZQA relating to NZCCM's registration and programme accreditation, and ongoing degree monitoring.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **New Zealand College of Chinese Medicine Ltd.**

NZQA has confidence in NZCCM's educational performance because of a range of positive factors:

- Students' course completion rates have been consistently above the sector median¹ for the past five years. Completion rates have ranged from 89 per cent to 93 per cent and have generally been trending upwards for each of the five years except one, indicating a high and improving level of achievement over several years.
- At the time of this evaluation, the five international students due to graduate have done so and all but one of the remaining enrolled international students (13) are progressing towards completing their degree.
- Employment outcomes are very strong, with 81.5 per cent of all graduates working either part-time or full-time in traditional Chinese medicine (TCM) roles. The majority of these graduates have gained membership with one of the two acupuncture professional associations – the New Zealand Acupuncture Standards Authority (NZASA) or the New Zealand Register of Acupuncturists (NZRA). Membership of at least one of these is a requirement to become an approved ACC acupuncture provider, which enhances their career prospects.
- All degree students work voluntarily under supervision in NZCCM's clinics, providing a health service to the local community. The clinics also provide effective opportunities for students to put theory into practice. Clinics are included in the assessment plan for completion of the degree.
- The organisation engages well with Māori, in particular the local iwi Ngāti Whātua, with the chairperson of the local iwi being a member of the NZCCM advisory group.
- TCM health clinics have in the past been provided on marae, and NZCCM plans to explore options for this again in the future, an initiative that is supported and valued by local iwi.
- The organisation has a stable advisory group with long-term members who have experience in providing either health advice (for example to local district

¹ Course completion figures refer to those published by the Tertiary Education Commission. <http://www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/Educational-performance-at-individual-tertiary-providers/>

health boards), or providing acupuncture health services; one member is a recent graduate of NZCCM.

- The owners have hired well-qualified and experienced staff, a number holding PhD and Master's qualifications. Staff have strong networks in the TCM sector in New Zealand and overseas.
- The evaluation team considers that NZCCM has demonstrated many areas of strong performance, such as student achievement rates and graduate outcomes, and there are some areas for programme improvement that are either completed or being effectively managed, and good progress is noted. These include the establishment of a new clinical client database in 2012, improvements to clinical case note-taking, health and hygiene improvements, the revision of the Bachelor's degree, and improved linkages between learning outcomes and assessment tasks.

The evaluation team considers that NZCCM is taking appropriate action to address the NZQA Approvals and Accreditation panel recommendations of February 2014, but there are areas still outstanding to be fully implemented, such as external moderation, the development of a research plan, and further development of an organisational culture of research. It is noted that a new memorandum of agreement for external moderation of assessment is now signed, and a research plan is in development. NZCCM is moving to be more proactive in identifying academic quality improvements, and the appointments of Academic Director and Quality Assurance Manager in early 2013 have contributed to this.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **New Zealand College of Chinese Medicine Ltd.**

NZQA has confidence in NZCCM's capability in self-assessment because of a range of positive factors:

- NZCCM maintains complete and accurate records of student achievements which are regularly monitored to track overall student success. While students' participation is closely monitored, for example by ethnicity, nationality or to compare international students with domestic students, achievement is currently tracked at an overall student body level, which provides less comparative data. The evaluation team acknowledges that in some areas student numbers are too small for meaningful statistical analysis.
- Individual Learning Agreements are providing a sound process for monitoring individual student's performance.
- Systems have been significantly enhanced for monitoring and improving student attendance. It was noted at this evaluation that the number of low attendance letters sent to students has dramatically decreased this year.

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- Enrolment information and processes are effective in identifying students' learning needs, and student evaluations show a high level of satisfaction across all counts. Student satisfaction surveys are conducted regularly and reviewed for emerging patterns or trends.
- The organisation has effective systems and processes to review how well it supports students and, in particular, how well international students are informed and supported to be safe and successful in their studies.
- NZCCM has already used the Australian registration body (the Chinese Medicine Board of Australia) to benchmark its graduate profile against during the degree redevelopment.
- The organisation has effective systems to review (and confirm) its compliance with the Code of Practice for the Pastoral Care of International Students.
- The owners and the senior management team are reviewing the organisational structure 'so that the Academic Board reports to the Board of Directors, and that the Advisory Group report to the Programme Management Executive', 'and monitor these roles to ensure that academic integrity is not compromised', as recommended by the NZQA panel in February 2014. The evaluators consider that the owners and senior management team displayed genuine commitment to completing this. Progress is noted above towards addressing outstanding NZQA panel recommendations.
- A sound and detailed process of analysis and planning is in place to establish a research plan and to action it.
- NZCCM is also establishing and preparing to focus on an improved good external moderation practice.

The evaluation team considers that NZCCM has sound plans in place to address issues identified by the degree monitors' panel, and has taken appropriate steps to self-identify emerging issues.

Findings²

1.1 How well do learners achieve?

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**.

Students are completing their courses at a consistently high rate. Over the past five years, course completion rates were above the Tertiary Education Commission (TEC) published course completion medians for each year. Average qualification completion rates over a five-year period are slightly below the median, although this measure is subject to enrolment patterns that can produce qualification completion rates in excess of 100 per cent. NZCCM considers, and the evaluators concur, that the course completion rate is a more accurate measure of student achievement.

In 2013, of a cohort of 21 degree students due to graduate, 18 graduated and the remaining three are continuing their studies and are expected to graduate this year. These figures show high levels of achievement, and reflect a student body and staff with a high commitment to this specialty area of study.

Table 1. Educational performance data, 2009-2013*						
TEC data	2013 %	2012 %	2011 %	2010 %	2009 %	5-year avg %
Course completions (all)	93	90	91	89	91	91
Māori	–	–	–	79	83	
Course median ³	85	85	86	81	74	82
Qualification completion	Individual year data for qualification completions vary with enrolment patterns. A multi-year average is more robust than individual years.					74
Qualification median						77
* http://www.tec.govt.nz						

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 TEC *median* data is used in the absence of other appropriate benchmark data, due to the very small number of TCM TEOs and the commercial imperative.

	21 in enrolment cohort	
Graduation	18 of 21 students or 86 per cent graduated	
Continued study	3 still enrolled and expected to graduate	
Employment	81.5 per cent (16 graduates) working in TCM roles	The majority of Bachelor's graduates are members of NZASA or NZRA and approved for ACC treatment (exact number unknown)

At the time of this evaluation there were few Māori students enrolled in the degree programme, but those that do have good course completion rates. In 2009 and 2010, Māori achievement was on a par with the sector median for those years. But there have been very few Māori choosing to enrol more recently. This is in part due to NZQA requiring NZCCM to cease delivering wellness activities at local and Northland marae.

The organisation has in the past had some success enrolling Pasifika students at a site in Otara. However, with the closure of this site the students felt they were unable to travel to the Greenlane site and withdrew from study. No achievement data was available for the few Pasifika students who have enrolled (for the years 2010-2013, Pasifika enrolments were two, two, three and three).⁴

At the time of this evaluation the organisation has 13 enrolled international students; five have graduated and the remainder continue with the programme of study and are expected to graduate within expected timeframes. These numbers are small but show that international students are achieving well.

The organisation's self-assessment includes a good level of data collection and analysis for the overall student group, including international students, Māori, Pasifika and other domestic students. Achievement by ethnic groups or, for example, defining achievement patterns for domestic and international students separately is not yet occurring. To some extent this is fit for purpose given the current small number of international students (13) and the very small numbers of Māori and Pasifika (seven). The evaluation team acknowledges that NZCCM has a cohesive and planned strategy for growth.

⁴ Figures as supplied by NZCCM.

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

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 **Excellent**.

The high number of students completing courses, and graduating with the Bachelor of Health Science, as already noted, is in itself an indicator of value gained. New Zealand statistics show that degree graduates have a higher chance of gaining employment and on average earn more than those with lower-level qualifications.

Graduate survey data identifies that 81.5 per cent of Bachelor's degree graduates have gained full-time and part-time employment or are self-employed in the traditional Chinese medicine field. The majority of these are members of one of the two New Zealand professional bodies⁵ and have gained approval as ACC health providers. Some Bachelor's graduates progress to Master's study at TCM universities in China. This shows that graduates are gaining high value from their study.

There is some emerging evidence of degree graduates being able to specialise in their fields of employment. For example, one graduate noted the ability to specialise in acupuncture for patients undertaking in vitro fertilisation (IVF), providing extra value to his professional prospects.

Student survey data, supported by student comments at this evaluation, indicated that significant value is added to students' own well-being through their engagement in studying traditional Chinese medicine practices, for example through their raised awareness of diet and lifestyle choices affecting wellness.

The organisation's self-assessment practices and processes include regular student surveys which are well reviewed and analysed, and are used to contribute to ongoing improvements, for example to the library and Wi-Fi access on site. Graduate surveys are well constructed and used to inform the senior management team and the wider organisation about graduate employment outcomes and other positive results from studying at NZCCM. No significant gaps in self-assessment processes were noted at this evaluation in relation to this question.

⁵ NZASA (New Zealand Acupuncture Standards Authority) and NZRA (New Zealand Register of Acupuncturists)

1.3 How well do the programmes and activities match the needs of learners and other 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**.

The Bachelor of Health Science is unique in New Zealand in its combination of acupuncture and Chinese herbal medicine. This degree was approved by NZQA in October 2009, and as such matches the requirements for Bachelor's degree study at level 7 on the NZQF.

Students' high levels of satisfaction, as indicated in student survey data, show that students' learning needs are well met. This was confirmed in student interviews at this evaluation, with students being complimentary about the support provided through the library, the extra study options and the recently upgraded Wi-Fi.

The industry advisory group has long-standing and appropriate membership. Evidence presented at this evaluation indicated that this committee is providing regular and appropriate input to the programme development to ensure it continues to match community needs, and industry needs pertinent to traditional Chinese medicine.

NZCCM has worked with Māori communities to provide traditional Chinese medicine services. To date this has been highly successful, in that Māori feel an affinity with the traditional Chinese medicine approach to health, as reported by the chairperson of the local iwi, Ngāti Whātua, who is also a member of the advisory group. The organisation plans to continue working with Māori communities in the future, to continue to build relationships and provide health services to benefit Māori.

As mentioned under TEO in Context, the degree programme was recently revised under an NZQA-led special review after a degree monitors' visit indicated a number of concerns. These concerns led to Conditions being placed (21 December 2011) on the delivery of the degree, but all Conditions were revoked in May 2013 as they had been addressed. At the time of this evaluation, the NZQA degree monitors are following up on 10 recommendations made in the February 2014 report, for example the development and embedding of a research culture and enhancing the organisational structure to improve the separation of governance, management and academic functions. The impact is that the organisation is working to enhance its performance in several areas, with no apparent disruption to students' learning and minimal impact on the organisation's capacity to deliver on the stated graduate profile.

The organisation monitors and reviews how well it is meeting students' and other stakeholders' needs through a range of mechanisms. The regular student surveys are an effective process for monitoring students' met needs and, as noted earlier, are resulting in ongoing improvements. While the NZQA degree monitors identified issues with the degree, initial concerns dated back to 2012 when the organisation took appropriate steps to address those issues. Organisational internal reviews and analysis indicates that NZCCM is operating in a more proactive manner now than in 2012. However, the fact that there are some outstanding recommendations noted in

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2013 yet to be completed, indicates that there are areas for improvement in the organisation's self-assessment.

1.4 How effective is teaching?

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**.

NZCCM teaching staff are highly qualified and experienced in traditional Chinese medicine. Most teaching staff have completed an adult teaching certificate or are in the process of completing one. A range of teaching strategies and assessment processes are used; for example, oral questioning, as well as formative and summative testing used to monitor student progress. Students' high rates of course achievement and graduates' subsequent registration with NZASA or NZRA attest well to the effectiveness of the teaching.

Achievement is validated through internal moderation of assessments and moderation of assessors' decisions. The organisation has engaged with a local university for external moderation of assessment decisions, with the results showing that the majority of assessments are at an appropriate standard, with any amendments noted being actioned before further use. NZCCM has been seeking a similar institution to itself to carry out external moderation, and a new memorandum of agreement for external moderation has recently been signed with an Australian TCM educational institution. NZCCM expects the new arrangements to further validate its assessment practices and this will be reviewed at the next monitors' visit.

NZCCM has improved client clinical note-taking and has put in place a bespoke client clinical notes database, providing increased security for both client and the provider.

The organisation has set high standards for students. For example, there is a requirement for students to attend 80 per cent of the theoretical courses and 100 per cent of the clinical components, with re-sits available. This appears to be effective, with a consistently high achievement rate over the last five years. NZCCM is providing classes after hours to support any students who start falling behind in their studies.

NZCCM has well-planned and executed processes to monitor the effectiveness of teaching. Student surveys contribute to monitoring teaching quality. Teachers' performance is appraised annually, with teaching observations contributing to the appraisal. As noted, assessment materials and decisions are moderated internally, providing some assurance of the validity of achievement rates.

The gap in the self-assessment in this area is external moderation. While this has been occurring with a local university, the degree monitors considered that external moderation would be improved if carried out with a more similar institution. This led to the memorandum of agreement with the Australian TCM education provider. While

this arrangement is likely to provide increased moderation robustness and relevance and further validate achievement rates, there are no results yet to determine this.

1.5 How well are learners guided and supported?

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 **Excellent**.

NZCCM provides a high level of information and support for students, prior to enrolling and during the time of their study, for example through its website, student handbook, prospectus, orientation when they arrive, and enrolment forms. A student rep system is in place to facilitate communication between the student body, tutors and management, for example through having a student rep on the academic board. No issues were raised at this evaluation for this area.

The librarian has a clear passion for and commitment to her role, and provides learning support for the students via the physical book collection and access to journals and databases. NZCCM is currently exploring options for providing students with remote access to the digital library.

NZCCM currently has 13 international students enrolled. Staff responsible for the Code of Practice for the Pastoral Care of International Students have a good working knowledge of the letter and spirit of the code. All indications at this evaluation were that international students are provided with information and support that ensures they are well prepared to study and live in New Zealand safely and successfully. Students interviewed at this evaluation also confirmed this.

NZCCM has facilitated two international students to be trained by the New Zealand Police to be student ambassadors, further supporting student safety on and off campus.

Very few international students require homestays, and NZCCM works with a homestay company where this is required. One example was noted at this evaluation where NZCCM staff noticed that an international student required a change of accommodation, and this was arranged, resulting in an improved living situation for the student.

The organisation has robust review systems and practices to monitor student safety and satisfaction, as well as the organisation's compliance with the Code of Practice.

1.6 How well does governance and management support learner achievement?

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**.

NZCCM has a clear educational purpose and direction. The directors describe the purpose as 'bringing Chinese medicine into New Zealand healthcare community to benefit the health and wellbeing of all New Zealand'. NZCCM is the only PTE delivering a degree in traditional Chinese medicine that includes Chinese herbs. The purpose is being realised as validated by the graduate surveys showing that the majority of graduates are able to find work in the TCM sector, with most becoming members of a professional body that provides access to be an approved ACC provider.

With NZQA recommendations for strengthening governance and management (report February 2014), the directors are looking to make significant changes to the organisational structure. While this is not yet complete, there have been clear steps and actions taken to adjust the organisational structure 'so that the Academic Board reports to the Board of Directors, and that the Advisory Group report to the Programme Management Executive', 'and monitor roles to ensure that academic integrity is not compromised', as recommended by the NZQA panel in February 2014. These changes are well considered, with input from an external policy specialist with experience in the tertiary education sector, and the evaluators consider that the changes are likely to contribute to ongoing improvements.

The organisation employs appropriately qualified and experienced staff for the programmes on offer, and all staff have either completed an adult teaching qualification or are in the process of completing one. Sound processes are used to monitor staff performance, which includes teaching observations.

The Greenlane site is currently the only site delivering programmes and holding TCM clinics, and is well resourced. As noted, recent improvements have included implementing an electronic client clinical records database, refurbishments to the clinic area to meet stringent health and safety requirements, and a faster Wi-Fi for students' internet access for research and access to the library. Some of these improvements have been in response to recommendations from the degree monitors, and there are still some recommendations yet to be fully addressed and implemented.

Research activity at NZCCM has been slow to develop given that the Bachelor's degree was approved by NZQA in 2009. However, the organisation is currently developing an organisation-wide research plan in line with recommendations made by NZQA degree monitors (February 2014). One research paper was recently published in the New Zealand Medical Journal, and two literature reviews relating to specific health issues in New Zealand, were accepted for inclusion at the WCCM (World Congress of Chinese Medicine) in San Francisco in September 2013.

The evaluation team considers that NZCCM is taking appropriate action to address the degree monitors' recommendations, but there are areas still outstanding to be fully implemented, for example further strengthening external moderation, development of a research plan, and further development of an organisational culture of research. It is noted that a new memorandum of agreement for external moderation of assessment is now signed, and a research plan is in development. NZCCM is moving to be more proactive in identifying academic quality improvements, and the appointments of an Academic Director and Quality Assurance Manager in early 2013 have contributed to this. Some changes implemented, as noted, are relatively recent and their impact is not yet known. However, the evaluators consider that they are likely to lead to the improvements intended.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: International student support

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

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

2.3 Focus area: Bachelor of Health Science (Level 7)

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 New Zealand College of Chinese Medicine Ltd:

- Explore options for further developing the tracking of students' achievements and other successes. For example, by various cohorts, across programmes and time, across ethnic groups and in particular for Māori and Pasifika students. This information would provide the organisation with a stronger self-assessment to identify successes and address any potential achievement issues.
- Continue to develop a proactive approach to identifying best practice in its operations as a PTE, through further development of self-assessment practices to more fully address the 'key features of self-assessment'.⁶
- Continue to strengthen external moderation processes.
- Continue to evolve the research plan and research culture across NZCCM.

⁶ <http://www.nzqa.govt.nz/providers-partners/self-assessment/what-is-self-assessment/>

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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