

Report of External Evaluation and Review

Prison Services GTE

Confident in educational performance

Confident in capability in self-assessment

Date of report: 16 September 2015

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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:	Prison Services GTE
Type:	Government training establishment (GTE)
Location:	Mayfair House, 44-52 The Terrace, Wellington
Delivery sites:	Staff College, Rimutaka Prison, Upper Hutt
Courses currently delivered:	Please see the following link: http://www.nzqa.govt.nz/nzqf/search/results.do?org=730615001
First registered:	14 April 1999
Code of Practice signatory:	No international students
Number of students:	Domestic: 184 recruits in 2015
Number of staff:	The GTE employs two moderators, two full-time senior assessors, 14 seconded assessors, and one administrator
Scope of active accreditation:	Please see the following link: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=730615001
Distinctive characteristics:	This provider is a GTE which currently provides training to the prison officer recruits who will serve in New Zealand government-run prisons.

Recent significant changes: Recent changes include:

- Along with the traditional training in workplace safety, there is now also an emphasis on prison officers acting as role models for the prisoners to help with their rehabilitation.
- Initial training has always been a requirement for working in New Zealand prisons. There has been a move recently to integrate this with study towards the National Certificate in Offender Management (Level 3) and to require corrections officers to gain the qualification.
- The implementation of the Corrections Officer Development Pathway has been initiated throughout prison officer training. This is a structured pathway with seven development phases for the learners to work through. A feature of the pathway is the emphasis on workplace training through the use of a 'buddy' system.

Previous quality assurance history:

Prison Services GTE is quality assured by NZQA and The Skills Organisation (industry training organisation) in terms of its educational practices. The GTE had mixed NZQA moderation results for 2009-2014. Most of the issues have been minor and were rectified in a timely manner using the standard NZQA processes. In 2014, The Skills Organisation sampled assessment procedures of assessors in integrated unit standards and the moderation results were positive.

Other:

GTEs all have individual characteristics due to the specialised nature of the training provided. Because they are connected to essential government services, GTEs are publicly funded and non-commercial in nature. GTEs are registered with NZQA and are subject to quality assurance checks in the same way that private and commercial-based tertiary education organisations are. In some areas of their operations, NZQA makes allowances for GTEs' public service status – for example, evaluation of

governance, management and strategy is not a mandatory focus area for GTEs but can be included in external evaluation and review (EER).

Prison Services GTE trains all the corrections officers in New Zealand, except for those who work in the two privately operated prisons, Mount Eden Corrections Facility and Wiri in South Auckland.

2. Scope of external evaluation and review

The agreed scope of the EER of Prison Services GTE included the following focus areas:

- Governance, management and strategy

This is not a mandatory focus area but has been included because it is an important and overarching part of the GTE's operation.

- National Certificate in Offender Management (Level 3)

This qualification contains a significant part of the initial training that all prison officer recruits are required to undertake. Recruits are required to complete this programme.

- Assessment and moderation

This focus area has been included as it was a focus area in the last EER and is an integral part of the recruits' learning. It is also useful to see what developments have been made since the last EER.

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 visited the Prison Services GTE central office in Wellington for the first morning of the visit. They met with the management of the GTE.

For the following day and a half the evaluators interviewed programme managers, trainers, prison officer recruits and graduates at the GTE staff training school at Rimutaka Prison in Upper Hutt. Some stakeholders, like the industry training organisation representatives, were contacted by telephone, and the evaluators spoke to supervisors in other locations using videoconferencing. The evaluators examined a range of documents to confirm matters that arose from the discussions.

Prior to the EER, Prison Services GTE supplied the lead evaluator with descriptive information about the organisation and a summary of its self-assessment activities, including the changes that have occurred since the previous EER. This assisted the lead evaluator in developing the scope of this EER. The focus areas for the EER were decided through collaboration between the evaluation team and the management of Prison Services GTE.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Prison Services GTE**.

This level of confidence is supported by the following factors:

- Prison Services GTE has a consistently high rate of achievement in the Corrections Officer Development Pathway.
- The integration of the National Certificate in Offender Management with the mandatory initial training has shifted the emphasis to increasing the completion rate of the qualification. This is proving to be an effective strategy so far.
- The GTE has introduced an emphasis on encouraging the rehabilitation of prisoners, in line with New Zealand Government initiatives to reduce reoffending, and to complement the need for workplace safety training.
- The GTE is maintaining a focused pathway of qualifications at levels 3, 4 and 5. This allows prison officers with the appropriate attributes to advance to supervisory and management positions in the prison service.
- The GTE has included significant amounts of workplace training in the programme. This recognises the importance of knowledge of 'real-world' safety issues and their application in practice.
- The GTE has implemented a structured buddy system of workplace training. The recruit can learn from the skills, knowledge and attitudes of an experienced practitioner while both are performing duties together.
- The GTE emphasises workplace safety training in the Corrections Officer Development Pathway to ensure ongoing confidence in the welfare of the corrections officer working in demanding conditions.

Prison Services GTE showed that it is meeting many of the important needs of its stakeholders and that it has effective processes to achieve this. However, the evaluators noted that several improvements would enhance the educational performance of the GTE:

- The evaluators saw evidence that there is inconsistency of training practices across the prison system. More focus on improving the consistency of these practices would enhance the educational outcomes of the GTE.
- The constraints of bureaucratic systems reduce the effectiveness of the GTE, as it is not always able to respond in a timely manner to issues that arise. The

evaluators noted that, in some cases, quotas and scheduling issues delayed the implementation of planned changes.

- The evaluators found that, in some cases, the role of ‘coach’ was not sufficiently understood or emphasised within the training structure. The evaluators learned that the role of coach is to be performed by a corrections officer who is appropriately qualified and would usually hold a position that corresponds with senior corrections officer.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Prison Services GTE**.

This level of confidence is supported by the following factors:

- Prison Services GTE is inherently aware of the training requirements of the sector and what it takes to keep corrections officers safe. The GTE also has ready access to and communication with the place where the learners work. The GTE is a legally separate entity from the Department of Corrections, but in other ways it is a fully integrated part of New Zealand’s correction system.
- In recent years the GTE has shown that it is responsive to the changing needs of the sector. This adaptability is especially obvious in the ways it has responded to alterations in Government policy and changing learner needs by adapting the training.
- Data collection is comprehensive at the GTE. Most of this data relates to tracking learner achievement. There are indications that the GTE is collating this data to show trends over time, but the evaluators noted that the use of data analysis results to inform programme improvement is still developing. The GTE has explored the possibility of analysing its data collection better and there are signs that more comprehensive use of it is planned.
- The system of using workplace buddies is a useful and practical way to train new recruits. However, it was not apparent how consistently this type of training is being practised across the prisons.
- There is good collection of learner evaluation through the use of electronic surveys. The data that is produced is analysed and used to inform future developments and improvements to the resources and delivery of programmes.
- There is a good system of ensuring the quality of the teaching at the training school. Peer observers supply reports of the observation sessions, and the reports are collated and analysed. The GTE uses the analysis results to inform performance and development.

The evaluators found that Prison Services GTE has effective self-assessment in most key areas and is conducting reviews of most areas of its operation. The quality of its data collection is good, but there are a few areas that are lacking a systematic review of performance, for example the training that is given by the buddies and the effectiveness of the coaches.

There are some areas of the GTE's operation for which the analysis results are not yet fully understood, such as how effective the method of training is at reducing the amount of reoffending.

The GTE is making useful improvements to the classroom delivery of its programmes based on its analysis of its performance.

Findings¹

Key evaluation questions and focus areas

- *Key evaluation questions are the overarching questions that form the basis for discussion between the evaluators and the TEO in order to reach evaluative conclusions.*
- *Focus areas are selected because together they are representative of the educational activities of the provider and/or they are areas of interest to NZQA.*

Key evaluation question	Educational performance rating	Capability in self-assessment rating
1.1 How well do learners achieve?	Good	Good
1.2 What is the value of the outcomes for key stakeholders, including learners?	Good	Good
1.3 How well do programmes and activities match the needs of learners and other stakeholders?	Good	Good
1.4 How effective is the teaching?	Adequate	Adequate
1.5 How well are learners guided and supported?	Good	Good
1.6 How effective are governance and management in supporting educational achievement?	Good	Good

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

Focus area	Educational performance rating	Capability in self-assessment rating
2.1 Focus area 1: Governance, management and strategy	Good	Good
2.2 Focus area 2: National Certificate in Offender Management (Level 3)	Good	Good
2.3 Focus area 3: Assessment and moderation	Good	Good

Learner achievement

Prison Services GTE has a high rate of learner achievement. The GTE shows this in a number ways.

All corrections officer recruits must engage in initial skills and safety training. These skills are mandatory to enable them continue working in the corrections service. Approximately 98 per cent of the recruits pass the initial skills part of the programme. This high achievement rate is bolstered by the fact that all recruits are now required to undertake Corrections Officer Development Pathway training, and April 2015 figures show that there is a good rate of progress in the three cohorts to date. For 2008-2012, Prison Services GTE had an average intake of 273 new recruits from across 13 New Zealand prisons. Learners are given up to 18 months to complete the training. This allows leeway for local training arrangements and for learners to catch up if necessary.

The GTE has a strengthened policy of encouraging qualification completion with the introduction of the Corrections Officer Development Pathway. With the addition of a few extra components, the trainee can achieve the National Certificate in Offender Management (Level 3). Currently approximately 70 per cent of learners complete the certificate, which is an improvement on past completion rates.

There is a distinct pathway for graduates of the level 3 certificate programme: they can enter the level 4 and level 5 Certificates in Offender Management programmes successively and gain higher qualifications. Salary and the possibility of promotion within the corrections service depend on gaining these level 4 and 5 qualifications.

The learner management system at the GTE records individual learner results and plots the learners' progress as they attain unit standards. Through the learning management system, the GTE gathers a variety of valuable data which can be used in many ways. As the system has not been in use for long, the data is currently used mainly to report learner achievement. Management has explored

the possibilities of the learning management system data with the assistance of a consultant, and management now better understands the system's capability to provide analysis to inform future programme development. The GTE has a good understanding of achievement rates, but as yet it does not evaluate trends or the long-term value of the training.

The value of the outcomes

There is good value in the outcomes of the training for all stakeholders, including the learners.

In response to stakeholder feedback, the GTE recently established the Corrections Officer Development Pathway. This is a seven-phase training system which takes place over 18 months, largely in the workplace with two block courses at the training school. This programme replaces the earlier training system (in which the learner spent time in a condensed classroom-based programme before being stationed in a prison) and is designed to improve work-readiness. There are indications that this system is working, with a drop in the number of recruits leaving in the first two years in the job.

The Corrections Officer Development Pathway has increased the value of the training, as it is designed to make the recruit safer in the workplace and make them work-ready more quickly. There has been a change of emphasis in the training – although it remains firmly embedded in safe workplace practice, it now has an additional focus on improving working relationships with the prisoners, as part of a national drive to improve prisoner rehabilitation.

As stated by the Ministry of Justice: 'The [New Zealand] Government has set a target to reduce re-offending by 25 percent between 2011 and 2017, with an estimated 1,700 fewer offenders returning to prison each year. This equates to about 6,800 fewer victims [of crime] each year' (*United Nations convention against torture: New Zealand draft periodic report 6, Ministry of Justice*). This goal has obvious value for New Zealand society. In order to facilitate this, the Department of Corrections is changing the way staff work with offenders to encourage and motivate them to address their offending behaviours. In future, this initiative will merge parts of the training for corrections officers, probation officers and case managers, as these roles are all identified as being important in facilitating the rehabilitation of prisoners. Currently about 9 per cent of released prisoners are considered to be rehabilitated. This figure has been as high as 12 per cent in the recent past.

The direct value of maintaining the safety of the corrections officer and their colleagues is always the principal focus of the training. Combined with this, in order to promote prisoner rehabilitation the corrections officer learners are encouraged to communicate and interact with the prisoners so that the parties

‘speak the same language’. The emphasis is on creating a suitable role model for prisoners so that they gain some self-worth and are less likely to reoffend after they are released.

Training will now acknowledge the joint role of probation officers, case managers and corrections officers in the rehabilitation of prisoners. In the future, it is intended that training for the three roles will take place in one location, with some common threads in the training.

The Department of Corrections is now looking for recruits who are more inclined to interact positively with prisoners. There is obvious value to New Zealand society in being able to increase the rehabilitation rates of prisoners, in reducing the societal damage of crime, and cutting the cost of imprisonment in general.

There are distinct pathways for corrections officers’ training and there are possibilities for the graduates at level 3 to progress to higher levels of training. For the corrections officers, there are significant pay increases involved in gaining the qualifications. The opportunities for promotion are also tied into gaining qualifications, although it was pointed out that some officers wanted to further themselves through study, but this was not usually possible unless the prison considered them candidates for promotion. The GTE needs to consider whether it is possible to provide short courses by electronic means to allow these interested learners to gain further skills and develop in their positions.

Learners gain the opportunity to give feedback by completing a tailored evaluation questionnaire online. This asks for the recruits’ opinions on the training, learning environment and resources. This feedback is collected and evaluated centrally and the results are used to inform future development and improvements to the delivery. This is evident in the switch to integrated assessment of unit standards and other recent changes.

Matching needs

The training provided by Prison Services GTE generally matches the needs of the various stakeholders, including the recruits, very well. All learners are employed by the Department of Corrections. The Government requirement to implement a higher rate of rehabilitation for prisoners has changed the profile of a typical recruit for the prison service. This is to meet changing needs in prisoner supervision. However, the main focus of the training will always be the procedures for maintaining personal safety and the safety of colleagues, which remains a fundamental priority for the corrections officer. The change to a ‘big-picture’ approach to the instilling of skills supports the Government’s mandate of reducing reoffending, as it provides for the rehabilitation needs of the prisoners.

Traditionally there has been high staff turnover in the first two years of employment in the prison service. So recruitment has become a more discerning process in an attempt to attract the most appropriate people to the job and increase the number of graduates. The GTE uses a Frontline Futures pre-employment evaluation survey which asks a series of questions to determine the attitudes and suitability of the recruits before they are accepted into training. To further enhance job satisfaction, the recruits that gain a favourable Frontlines Futures result and are offered positions in the corrections service are also offered a choice of roles within it. As a result of these initiatives and the developments in training, the GTE has noticed that graduates of the Corrections Officer Development Pathway do better in their careers and are able to enjoy the benefits of advancement.

To further match the needs of the learners and other stakeholders, the training now emphasises workplace training. This takes up approximately 70 per cent of training time, and is implemented through the buddy system (a carefully selected, experienced and qualified prison officer trains the new recruit in the course of performing the daily duties). By their own admission, the GTE sees the buddy as the most important link in the training.

Self-assessment of the effectiveness of the buddy-based training could be improved to ensure better consistency and commitment in this method of training.

Effectiveness of teaching

The NZQA evaluators found that teaching practice could be more effective in maintaining a consistent approach throughout the various prisons. The GTE is effective in producing the desired achievement rates at the end, but there appears to be an inconsistency in training practice across the sites, which requires attention.

Instruction is mainly facilitated by the recruit shadowing a buddy on the job. Assessment happens on site, with an assessor observing the task being done and verifying the learner's competence with the supervisor.

The evaluators did not get a good sense that the people engaged in the training structure understand the role of coach, as described in the accompanying documentation. This evidence was found in the interviews with the senior corrections officers. This means that it is not clear how well the duties of the coach are being carried out. This is an important area that the GTE can improve on.

The evaluators understand that the Corrections Officer Development Pathway is a work in progress and is still being modified. The positive outcomes of the Corrections Officer Development Pathway are still emerging as a result, but the GTE could pay more attention to the key areas of the buddy and coach roles. It is not clear that these roles are being used to maximum effect, and there is a lack of clarity and consistency as to their effectiveness. This is important because the

GTE relies largely on these personnel to provide the role models for the recruits and the means to instil fundamental change of attitude, as described earlier. So it is unclear whether the attitudes required to bring about significant change in the rehabilitation of prisoners are well established, even though graduates gain the appropriate safety and operational skills to complete the programmes.

There are also some issues around the variation of learner experiences within the buddy system. In the groups the evaluators interviewed, some learners had positive experiences with their buddies and others thought that their buddies could be better prepared for the role. The buddies receive two days training in order to carry out their training duties. It is important to note that the hands-on training, comprising approximately 70 per cent of the programme, is directly facilitated by the buddy, so this role is critical to the type of learning that the recruit experiences.

The trainers at the school are seconded from various prisons and selected for their specific expertise and qualities. This is sometimes difficult to facilitate as the prisons are reluctant to release their best people.

Trainers and assessors all hold unit standard 4098 *Use standards to assess candidate performance*, and the evaluators were told that currently there is a shortage of skilled assessors, something that the GTE is aware of and is seeking to remedy.

Assessment activities are facilitated by suitably qualified assessors. Assessors' methodology and results are supervised by the moderators, who provide support to the assessors. The moderators interview the learners and the managers to gain useful feedback on the effectiveness of the training. The evaluators saw that peer observation of teaching practice at the training school takes place and this is analysed and documented.

It is notable that the GTE management states that they do not 'chase' moderation or EER results. Instead they prefer to continue focusing on the training, which they see as their core area of responsibility. Prison Services GTE engages in moderation with The Skills Organisation and NZQA, and performs well. Any issues that are identified are remedied in a timely fashion.

Guidance and support of learners

Given the context of the training, Prison Services GTE supports the corrections officer recruits well throughout the training period. The recruits are employed by the Department of Corrections and for most of the training period are being trained in the work environment, so they are under the health and safety provisions of their employer. Workplace safety has a very strong emphasis in corrections officer practice due to the unusual risks in this occupation.

During the block courses at the training school the recruits are housed in accommodation either near the training school or at the police training college. Accommodation, amenities and meals are provided in a comfortable but structured environment with some leisure-time activities organised on site for the recruits because of the distance from town. The block courses are typically three to four weeks long.

In the workplace learning segments, the buddy and other on-site staff engaged in the training process provide direct support for the recruit. The evaluators heard that such support can be inconsistent, and the calibre of the buddy, their preparedness and how well they support the recruit are prime factors in the training's effectiveness.

The learners can access their own learning management system records online, which allows them to keep up with their own progress.

Learning difficulties are identified in the classroom, and are provided for on a case-by-case basis. Trainers are prepared to spend extra time coaching learners with difficulties on a one-to-one basis when required.

The 18-month time period for completing the programme makes allowance for the different circumstances of learners and any re-sits.

The GTE gains valuable feedback from recruits' evaluations of the standard of training, but there is little evidence that the GTE also asks for feedback on support services.

There are plans to expand the training school and accommodation to provide for the increased numbers of learners when the training for correction officer recruits, probation officers and case managers is amalgamated in the future.

Governance, management and strategy

Prison Services GTE has good governance and management of the training for corrections officers in New Zealand government prisons. The evaluators found that there are some distinct strengths in the management of the training, and there are also some areas that could be improved. In summary, the evaluators saw that management is doing a creditable job providing training for a sector that has unusual and exceptional workplace conditions and is achieving good outcomes.

Training for New Zealand corrections officers is currently in a state of transition, with the changes in the emphasis of the training and the renewed focus on prisoner rehabilitation and the part the corrections officers can play in this. This has led to an anticipated training merger with other corrections agencies who are also responsible for prisoner rehabilitation. Naturally, this has led to a change of training outlook, and the GTE's management is considering strategies for the future implementation of corrections training.

The new learning management system is primarily used to list and compile learner achievement. Relevant parts of the data are available online to learners and assessors to track individual learner performance. Management has stated that it is aware of the possibilities of using this data to plot trends in learner achievement over time and identify areas for improvement, but admitted that much of this is yet to be put into action. Learner achievements are recorded with NZQA on a monthly basis.

The GTE's governance and management have embraced the New Zealand Government-led initiative to bring down prison populations in New Zealand and to rehabilitate more prisoners. It has been identified that prison officer training is a key area in bringing this about, and so the GTE has made the necessary changes to how the programme is delivered. The shift in focus has meant that what was a programme distinctly focused on workplace safety is now also focused on building positive role models for the prisoners. The goal is to increase the rehabilitation rate to 25 per cent of all released prisoners – at one stage a 12 per cent rehabilitation rate had been achieved, but this has slipped back to approximately 9 per cent.

Management staff are generally very experienced in prison work, with the majority having started their careers as corrections officers. This means there is an inherent understanding of prison life and safety issues. Management realises that in order to transition to a new culture where work safety is complemented by creating a role model for prisoners, there must be a new learning culture among staff. There is active management involvement in the development of programmes, unit standards, and the NZQA-led Targeted Review of Qualifications processes to help facilitate this.

The evaluators found that the new facilitation methods and training philosophy have not been fully integrated throughout the prison system. This is evident because some of the prison officers and learners who the evaluators interviewed were unfamiliar with the concepts. The GTE has devised several documents highlighting the qualities expected of a successful buddy, but it is not clear that the role of the buddy is universally understood throughout the prisons.

There is good risk management incorporated into the learning, especially in the area of on-job training, as issues of employee safety are of paramount importance.

Māori and Pasifika achievement rates are not specifically tracked. Māori make up 9 per cent of people in the corrections officer role, while Pasifika make up 15 per cent of people in the corrections officer role. At a 98 per cent overall achievement rate, the respective achievement rates for these groups are considered largely irrelevant, as nearly all of the learners pass the programme. It would be useful if Prison Services GTE specifically tracked the achievement of these two groups in line with Government policy.

Recommendations

NZQA recommends that the Prison Services GTE:

1. Review how the buddy system is implemented to improve its effectiveness.
2. Review the role of the coach in the training system to gain greater awareness among recruits and staff of the role and its functions.
3. Focus on creating consistency of training procedures across the prisons.
4. Measure and analyse achievement rates for Māori and Pasifika recruits to understand the learning needs of these groups.
5. Make further use of learner achievement data to understand trends and inform the development of future programmes.

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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