



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

New Zealand Corrections
Government Training Establishment
(NZCGTE)

Date of report: 12 September 2023

About New Zealand Corrections Government Training Establishment (NZCGTE)

The New Zealand Corrections Government Training Establishment (NZCGTE) assesses and assures the competency of the New Zealand Corrections workforce. NZCGTE has tertiary education partners providing Corrections staff with access to nationally recognised qualifications for the completed work-based training.

Type of organisation:	Government training establishment
Location:	Mayfair House, 44-52 The Terrace, Wellington
Eligible to enrol intl students:	No
Number of students:	Domestic: 2023: 166 students – 166 equivalent full-time students (EFTS) Māori: 21 students (13 per cent), Pasifika: 30 students (18 per cent). Less than 4 per cent identify as learners with a disability. International: nil
Number of staff:	13 full-time equivalents
TEO profile:	NZCGTE (provider page on the NZQA website) This EER focussed on the training of custodial staff who undertake roles within the 18 prisons throughout New Zealand. Corrections staff are enrolled with and have their qualifications awarded by a provider partner. Development, delivery and assessment of training is completed by separate teams. The NZCGTE team is tasked with assessment, moderation and management of relationships with provider partners, giving access to New Zealand certificates and diplomas. These aspects, and the relationships held with the other teams that contribute to successful assessment, were considered within this EER.

Last EER outcome:	In 2019, NZQA was Highly Confident in NZCGTE's educational performance and Confident in their capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"> • Focus area 1: the Offender Management suite of qualifications. This includes: New Zealand Certificate in Offender Management (Level 3) [Ref: 2658]; New Zealand Certificate in Offender Management (Level 4) [Ref: 2659]; New Zealand Certificate in Offender Management (Level 5) [Ref: 3877] • Focus Area 2: the Covid-19 response – the delivery shift to online and the development of Pou Whirinaki Iho (blended learning model); the incorporation of Hokai Rangi strategic principles and values into design and delivery; an expansion of staff support and learning mechanisms in the Learning Hub and the Awhina system of assessment support
MoE number:	7306
NZQA reference:	C52952
Dates of virtual EER:	16-25 May 2023

Summary of results

NZCGTE works to provide assurance of the competency and capability of Corrections' workforce through effective training and assessment. NZCGTE could strengthen programme review by developing mechanisms that are collaborative, systematic and robust to support self-assessment of priority areas.

Confident in educational performance

- Discounting staff redeployment or resignation, those correction officers who choose to enrol in the New Zealand qualifications (levels 3-5) achieve them. Self-assessment processes need to be improved, reducing reliance on partner education organisations to understand the achievement of Corrections workforce.
- NZCGTE understands the high value of outcomes for stakeholders. Self-assessment informs some decision-making.

Not Yet Confident in capability in self-assessment

- NZCGTE undertakes review of assessment. Limited collaboration between Correction's teams does not assure that the ability to assess the outcomes of standards and qualifications is considered during review of development and delivery.
- Internal and external moderation results are mainly positive, and the organisation uses them to support changes to assessment processes. The impact of such changes is not well understood, and actions supporting learner progress are still a work in progress.
- In response to Covid, Corrections rapidly adopted the Pou Whirinaki Iho, regionalisation of instruction, the use of site champions to support the buddy system and students, and the reconfiguration of the CODP to meet the challenges created by the pandemic. The subsequent development of the site lead roles to support learners throughout training would benefit from an update of what is consistent operational practices and training requirements. This ongoing professional development will support the effectiveness of the new role. Regular NZCGTE

assessor checks on learner progress would also support a timely response to learner needs.

- NZCGTE meets its accountabilities outlined in partnership agreements. A systematic process to guide NZCGTE in meeting its compliance accountabilities to NZQA would ensure timeliness and accuracy in meeting those compliances.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>On recruitment, Corrections staff undertake the COPD training² necessary to earn their stripe and work on the floor as a Corrections officer. Two unit standards required for the New Zealand Certificate in Offender Management (Level 3) are assessed during this time. As evidenced by the NZGTE assessment readiness survey³ recruits successfully complete the unit standards. Further consideration into the reasons for 78 per cent of students not feeling confident to pass and 48 percent requiring extra coaching could inform improvements and future review.</p> <p>Corrections officers can commence the first of the New Zealand qualifications⁴ (level 3) at the same time as the COPD. As with all of the Offender Management qualifications, enrolment is optional.⁵ Overall, for those learners that enrol and remain with Corrections or as custodial officers, achievement is generally strong.⁶ External moderation results validate achievement and the competencies gained.</p>

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

² Initial training is the Corrections Officer Development Pathway (currently version 1.1) which trains new recruits using classroom and workplace methodology for 10-12 weeks before graduating them as Correction officers.

³ NZCGTE completed a survey in 2022 about the readiness for assessment with the tactical communications unit standard. This indicated 100% passed the unit standard.

⁴ The New Zealand Certificates in Offender Management are made available through a partnership with an external training provider. Learners enrol with the provider, but the delivery of embedded unit standards and assessment is completed by NZCGTE or another training team within Corrections. Successful completion of all the required unit standards are then reported to the provider for award of the qualification. This partner organisation collates the enrolment and completion information.

⁵ Newly appointed managers are planning to use this understanding to address the variability and provide a professional development pathway.

⁶ See Appendix 1 for achievement data.

	<p>NZCGTE is reliant on the partner education organisation for the provision of collated data and information about learner qualification achievement, which has been lacking. As a result, self-assessment of the qualification achievement data is not evident.</p> <p>NZCGTE has a learning management system and an assessment progress tracker but does not use these to collate achievement-related information to support review and analysis. This has resulted in NZCGTE having an incomplete oversight of the training outcomes. Updating the learning management system and incorporating the assessment tracking information could support NZCGTE’s collation of completion-related data outside dependence on the partners to provide this.</p> <p>NZCGTE understands the reasons⁷ for non-completions of the qualification. In the main, these reasons are beyond the control of NZCGTE. There is evidence that NZCGTE has used information to address non-completions within the higher-level qualifications successfully.</p> <p>Disaggregated data for Māori and Pasifika learner participation and completion is collected but not analysed to understand parity of achievement or trends within non-completion. Completing such self-assessment could support targeted review. Learners who self-identify as having a disability that affects learning are noted at recruitment. This information is not disaggregated and therefore is not used for review purposes by the NZGTE.</p>
<p>Conclusion:</p>	<p>Learners who remain with Corrections achieve the qualifications. NZCGTE has worked toward reducing the non-completions that are within their ability to influence. Systematic, regular collection and analysis of disaggregated completion data, and a comprehensive process of review, would better support NZCGTE’s understanding of achievement.</p>

⁷ Officers who do not complete have either resigned, been moved to roles that do not use the assessable skills and attributes within the qualifications or are not supported through to completion.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>New Zealand Corrections is NZCGTE's primary stakeholder. The CODP and New Zealand qualifications, alongside other training, provide assurance that Correction's workforce have the skills, knowledge and competency for the roles, including maintaining their own and the safety of others. The training outcomes also ensure legislative requirements are met, a significant priority for Corrections.</p> <p>Feedback from learners, other stakeholders and project findings indicate that the value of completing the qualifications and standards include:</p> <ul style="list-style-type: none"> • development of the necessary skills, attributes and knowledge to remain personally safe, keep others safe, and competently undertake roles. • supporting job promotions and providing a complete knowledge of the expectations of the higher-level role. • building a qualified workforce who have a record of learning available beyond service in Corrections. • staff gaining their first tertiary education qualification. <p>Learners and graduates mention their growth in confidence, improvement in their skills, and a sense of achievement and ability to work as a team. More regular collection of graduate and stakeholder feedback to understand the use of skills and the attributes gained would bolster the quality of self-assessment.</p> <p>Regular site interaction with local iwi and Pasifika communities informs delivery and assessment's use of the Hokai Rangi strategy⁸. As a result of the challenges faced throughout the Covid lockdowns, the effectiveness of these measures and the impact on the assessment of Māori and Pasifika learners is still a work in progress.</p>

⁸ The Hokai Rangi strategy for New Zealand Corrections incorporates te ao Māori in daily operation and interaction within Corrections' services. Embedding a number of principles and values supports equitable and culturally informed practice.

Conclusion:	NZGTE understands the value of outcomes for all stakeholders and completes self-assessment which informs some decision-making. More targeted information-gathering could further support the effectiveness of meeting the needs and aspirations of Māori and Pasifika peoples and communities.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Development, delivery and assessment of programmes are activities undertaken by separate teams within New Zealand Corrections. Each team evidenced change based on self-assessment however, the effect of every change on NZGTE assessment and assurance of competency was not as easily evidenced. Programmes overall do not benefit from a comprehensive review through the systematic sharing of information, feedback or consultation between teams. For example, the new CODP format (CODP 1.1) shows the use of feedback received from internal and external stakeholders but there was no interaction with the NZCGTE assessment team who assesses and moderates the two unit standards housed within this programme. The subsequent effect on assessment completion (see 1.1) needed to be shared for a complete understanding of training impacts on assessment. Corrections would benefit from joint review processes to ensure changes in one area do not negatively impact the other areas of educational practice.</p> <p>NZCGTE provides assessment guides to supervising officers and learners and employs Personal Assessment Logs (PAL)⁹ to support learners through collecting naturally occurring evidence for assessment. This evidence and the PAL assures the authenticity of each body of work. Currently, there is a reliance on the supervising officer to notify NZCGTE of a learner's readiness for summative assessment. More frequent checks on progress by NZCGTE assessors would support learners and</p>

⁹ The PALs are only used through the CODP workplace training and for assessment of the level 3 qualification.

	<p>offset such reliance as well as enable responses to emerging assessment-related needs.</p> <p>NZCGTE undertakes regular internal post-assessment moderation, with the results captured and used to inform assessor professional development and review of assessments and related material. Developing this tool to support identification of trends, and collecting evidence of any impacts, could strengthen current levels of review. External moderation has mainly been positive, with the following recommendations requiring prompt attention:</p> <ul style="list-style-type: none"> • Develop an assessment matrix for each unit standard to outline how evidence will be collected to demonstrate the intended learning is achieved. • Use the provided assessment guides regularly to ensure the accuracy of evidence collection.
Conclusion:	NZCGTE undertakes programme review of assessment, but this is limited by a lack of cohesion and communication between Correction's teams. Comprehensive assessment and moderation validates the competency of Corrections staff.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>At recruitment, Correction's records the students' English language levels as well as literacy and numeracy capability. Learning difficulties are recorded if self-identified. This informs support based on personal and previous learning experiences provided during the initial CODP training. Evidence of this information being used to support learners by the NZGTE assessors was not provided.</p> <p>In the case of CODP and the two level 3 unit standards, specific on-site/workplace learner support includes buddies, supervising officers and site champions. Guidelines and policies provide a structure within which this support network can operate. Feedback from learners and support staff indicate that the current low level of staffing and the lack of time and lack of training given to support roles has impacted the effectiveness of</p>

	<p>such support. Variability in the approach to supporting the learning content could affect the validity of assessment.</p> <p>Dedicated site lead roles provide support for learners through to level 5 training and work alongside learner supervisors. This indicates that some review around support needs is occurring, but the long-term effectiveness is still to be determined. Appropriate professional development for site leads around the identification and support of learner’s assessment and wellbeing needs could enhance the effectiveness of this role.</p> <p>For the offender management qualifications, the NZCGTE regularly sends assessment guides to supervising officers. A project identified that the success of a supervisor’s support is subject to their having completed the same qualification., This resulted in a actions that led to improved achievement. However, no further review of learning support needs has been completed by the NZCGTE. Regular assessor contact with learners while gathering evidence could provide timely support to improve learner chances for success. For example, regular checks of a wellness journal kept by the level 3 learners informs the site champions, facilitators and/or assessors about learners’ support needs and instigates appropriate action.</p> <p>Professional development for assessment staff in supporting students with neurodiverse and other learning disabilities would strengthen the support provided throughout a learner’s academic journey.</p>
<p>Conclusion:</p>	<p>From recruitment, students with support needs are identified and supported through their initial training though staff shortages have affected further development and review of these. Learning support mechanisms for progression through level 3-5 qualifications needs further consideration. Self-assessment is occurring, but the effectiveness of actions taken is still to be determined.</p>

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

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Hōkai Rangi, the overall strategic direction for Corrections, has been embedded into programme delivery, design and assessment, with learners now being trained in the underpinning values and principles. Academic leadership for each education team is strong and highly experienced. As a response to the Covid environment, Corrections effectively introduced a different way of working with its learners through its Pou Whirinaki Iho initiative, which worked well.</p> <p>Collaboration between the teams has been limited, affecting the ability of NZCGTE to assure that learners continue to consistently meet the requirements of the qualifications and standards. The observed lack of communication between the teams is to be addressed in the current restructure.</p> <p>NZCGTE also strategically plans using monthly reports of assessor activity, interactions with stakeholders (including feedback) and moderation activity. The GTE has a limited understanding of the effects of not having achievement and outcomes data. Measurement and review of these plans, and the formulation of new directions, has not occurred. This is again due to the current restructure.</p> <p>Assessment and moderation staff are experienced and meet the requirements outlined in the consent and moderation requirements of the standards assessed. Individual meetings, feedback from moderation and regular meetings with other assessment staff provide opportunities for professional development in this area. As discussed in 1.3, analysis of this information to provide trend related insights could further support current reviews.</p> <p>Assessment and moderation staff feel valued. An agreement to increase staffing throughout the assessment and quality assurance teams in NZCGTE may address some of the concerns raised throughout this report.</p>
Conclusion:	Despite experienced management and academic leadership, education teams have limited engagement, sharing of

	<p>information, combined resources and collaboration in review activities. This lack of collaboration and communication between the academic teams has placed additional responsibilities on site-based support personnel – often to the detriment of their own development. Not all sources of data are being accessed, reducing the effectiveness of self-assessment. NZCGTE assessment and moderation staff are experienced, well qualified and suitably developed.</p>
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NZCGTE ensures the necessary operating requirements of Corrections are met and supported by a quality management system. There has been effective resolution of the few complaints and appeals received. These management systems also outline responsibilities for health and safety and risk. Changes in these operational systems prompt updates in training and assessment material.</p> <p>NZCGTE has regular reporting requirements to programme partners, as set out in the agreements held between the two parties. A previously strong relationship with the industry training organisation relating to programme approvals and following a robust monthly process ensured timely meeting of these expectations until 2022.¹⁰ NZCGTE now has a new training partner and is working to strengthen this relatively new relationship. NZCGTE ensures that monthly monitoring of learner progress is communicated, and is prepared to discuss alterations to learner contracts as required by the partner.</p> <p>NZCGTE does not have approved programmes or micro-credentials. As a result, it has very few compliance accountabilities with NZQA. A reliance on reminders from NZQA and a monthly check of a learner progress report has led to some late reporting of credits and lack of completion of one statutory declaration. Contact with NZQA has led to</p>

¹⁰ With the changes to the tertiary sector resulting in the formation of Te Pūkenga and workforce development councils, a new training agreement and partner for the offender management qualifications has been agreed to after the dissolution of industry training organisations.

	improvements. It is recommended that NZCGTE consider a systematic process to improve timeliness and ensure accurate declarations.
Conclusion:	In the main, NZCGTE manages its few compliance responsibilities well. A more systematic process to monitor and manage NZQA compliance accountabilities would improve timeliness and accuracy in meeting them.

Focus areas

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

2.1 The Offender Management suite of qualifications. Includes: New Zealand Certificate in Offender Management (Level 3) [Ref: 2658]; New Zealand Certificate in Offender Management (Level 4) [Ref: 2659]; New Zealand Certificate in Offender Management (Level 5) [Ref: 3877]

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Learners are achieving the most important outcomes: competence and skills for employment and promotion. External moderation from the workforce development council provides assurance of this.</p> <p>As learners are enrolled with a partner education organisation that awards the qualification on completion, NZCGTE has not collected, analysed and used disaggregated achievement data since the last EER. Alternative methods of tracking progress are available and have provided NZCGTE with limited insights.</p> <p>NZCGTE collects destination data to support the programme partner during quality assurance requirements such as assuring consistency reviews. The use of this information by NZCGTE is limited to what is applicable to them.</p> <p>Assessment for these qualifications uses naturally occurring evidence drawn from work situations (barring two level 3 unit standards facilitated and assessed in the CODP). NZCGTE informs the learners about the requirements for assessment. Each learner has a supervisor who is either a principal Corrections officer or manager. The supervisor also has guides to support the learner's progress and they contact assessment staff when they feel the learner is ready for assessment. Site leads are envisaged to also be an alternate source of support.</p> <p>Little review has been done around how best to support these learners as they collect evidence and prepare for the final assessment. A regular check by assessment staff could support learner retention and completion through provision of a timely response to emerging needs.</p>

	Other relevant information has been discussed within section 1 of this report.
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2.2 The Covid 19 response: the delivery shift to online and the development of Pou Whirinaki Iho (blended learning model), the incorporation of Hokai Rangī strategic principles and values into design and delivery, an expansion of staff support and learning mechanisms in the Learning Hub and the Awhina system of assessment support

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Hokai rangi is Corrections’ strategic direction and plan. This frames the work completed by the NZCGTE and related education teams. The assessment team focusses on the humanising and healing principle, expecting the embedded values that underpin this to be displayed within the evidence collected for the qualifications. There was no evidence of a review to understand how well the principles and values are embedded into elements of teaching and assessment.</p> <p>Pou Whirinaki Iho responded to the Covid-19 lockdowns by moving the delivery of initial training online, increasing the contact with the National Learning Centre facilitators, regionalising the assessment, and extending the amount of on-site time for the recruits. Voluntary site champion positions were also developed to provide a ‘three-legged stool’ (facilitator, champion, learner) support system during initial training. Site champions are also supporting the buddies to ensure consistency of practice.</p> <p>Understandings gained from this response have led to the redevelopment of CODP training. It has also led to the expansion of the site champion roles into dedicated site lead roles where all learners studying and assessing at a site have access to additional support personnel. Feedback received indicates a lack of clear parameters and development for the staff undertaking these roles, and that it is primarily the experience and initiative of staff that ensures the success of learners. Further review of the effectiveness of these roles will support improvements to learner outcomes.</p> <p>The restructure of people and capability is being completed this year. This will bring all education teams under one director and</p>

	<p>a team of five managers tasked with uplifting capability to create a qualified, competent, safe, responsive Corrections workforce. Interactions with stakeholders, information gathered and feedback received has informed this change. How this will lead to improved educational performance for the NZCGTE is still to be determined.</p> <p>The Learning Hub provides a portal to online modules of learning for Corrections staff. This facility allows for site-specific professional development in areas of greatest focus and need. The learning and design team developed, monitored and managed the modules of learning, and regular review provides valuable data around the usage and needs of Corrections staff. Ensuring ongoing collaboration with NZCGTE assessment staff would support the use of these modules of learning for qualifications.</p> <p>The Awhina database allows for management of assessment progress per learner. Marking and feedback can be recorded to support students' improvement and quality assurance. The NZCGTE administrator also uses this system to monitor the need for a change of enrolment contract or to send required reporting to the programme partner. Expansion of this tool to enable collection of achievement and outcomes data could support NZCGTE's self-assessment practice.</p>
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Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that New Zealand Corrections Government Training Establishment (NZCGTE):

- Collect and collate complete disaggregated achievement-related data for all qualifications and standards assessed. Analyse and use this data to support programme review and understanding of parity of achievement for all priority groups, including learners with learning impairments.
- Consider instituting regular learning support checks on learners collecting evidence toward assessment by assigned assessors. This will allow for more informed progress discussions and address emerging learning/assessment needs.
- Investigate and make available learning support-related professional development for all staff involved in supporting training and assessment. Such development will allow suitable support for diverse learning needs. Additional professional development for buddies and site leads/champions would enable consistency of practice and support assessment.
- Support regular interaction and collaboration between all teams contributing to the completion of qualifications by learners. This is to ensure review and development supports assessment that meets the requirements of unit standards and graduate profile outcomes. Monitoring of instructor and assessor qualifications against consent and moderation requirements would ensure these compliance accountabilities continue to be met.
- Strengthen and develop a robust and systematic process to manage timely and accurate compliance submissions to NZQA.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix 1

Table 1. New Zealand Certificate in Offender Management (Level 3) qualification completions 2019-21

Year	Total enrolled	Total withdrawn	Total achieved	Māori achievement	Pasifika achievement
2019	324	52 (16%)	84% (272/324)	78% (32/41)	81% (42/57)
2020	434	127 (29%)	71% (307/ 434)	61% (27/44)	81% (42/57)
2021	376	167 (44%)	56% (209/376)	49% (35/72)	49% (48/90)

Note: due to incomplete data, 2022 achievement data is unavailable.

Table 2. New Zealand Certificate in Offender Management (Level 4) qualification completions 2019-21

Year	Total enrolled	Total withdrawn	Total achieved	Māori achievement	Pasifika achievement
2019	313	74 (24%)	76% (239/313)	75% (36/48)	76% (32/55)
2020	436	79 (18%)	82% (357/ 436)	66% (31/47)	78% (68/87)
2021	246	47 (19%)	81% (199/246)	74% (26/35)	86% (31/36)

Note: due to incomplete data, 2022 achievement data is unavailable.

Table 3. New Zealand Certificate in Offender Management (Level 5) qualification completions 2019-21

Year	Total enrolled	Total withdrawn	Total achieved	Māori achievement	Pasifika achievement
2019	34	24 (71%)	29% (10/34)	43% (3/7)	9% (1/11)
2020	28	10 (36%)	64% (18/28)	50% (2/4)	33% (1/3)
2021	33	16 (48%)	50% (2/4)	74% (26/35)	100% (3/3)

Note: due to incomplete data, 2022 achievement data is unavailable.

Source: The Skills Organisation Industry Training Organisation collated enrolment and completion data

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud¹¹*
- *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.*

¹¹ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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