



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Report of External Evaluation and Review

Wilkinson's English Language School Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 20 September 2017

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review.....	5
3. Conduct of external evaluation and review.....	6
Summary of Results	7
Findings	9
Recommendations	18
Appendix	19

MoE Number: 7352

NZQA Reference: C24704

Date of EER visit: 29, 30 March and 5 April 2017

Final Report

Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Wilkinson's English Language School Limited
Type:	Private training establishment (PTE)
First registered:	30 August 2000
Location:	257 Lincoln Road, Addington, Christchurch
Delivery sites:	360 Queen Street, Central Business District, Auckland
Courses currently delivered:	<ul style="list-style-type: none">• Workplace Literacy and Numeracy• English - Beginner/Elementary• English - Pre-Intermediate/Intermediate• English - Upper Intermediate/Advanced• Preparation for IELTS (International English Language Testing System)• Intensive Literacy and Numeracy - ESOL
Code of Practice signatory:	Yes
Number of students:	Domestic: approximately 280 students in 2016 and 91 at the time of the external evaluation and review (EER). Māori and Pasifika figures are not collated. International: approximately 430 students in 2016 and 75 at the time of the EER
Number of staff:	Wilkinson's English Language School has nine staff based at the Christchurch campus and 29 at

	<p>the Auckland campus. These numbers include full-time, part-time and contract staff.</p>
Scope of active accreditation:	<ul style="list-style-type: none"> • Domain consents English for Academic Purposes and ESOL (English for Speakers of Other Languages) (to level 4) • Measurement (Level 1), Number (Level 2), and Service Sector - Core Skills (Level 3) • A range of standards in the Communication sub-field
Distinctive characteristics:	<p>Wilkinson's English Language School is a part of the Cornell Education Group.</p>
Recent significant changes:	<p>Change of ownership – sale of Wilkinson's English Language School shares to Cornell Institute of Business and Technology Limited occurred in May 2015.</p> <p>The governance and management of the Cornell Education Group govern and manage three PTEs within the group, one of which is Wilkinson's English Language School.</p> <p>Cornell Education Group has reviewed the organisational structure which has undergone review and change with the addition of new staff positions in the six months prior to the EER, including a quality assurance manager, academic manager and director of studies.</p> <p>The quality assurance manager, academic manager and operations manager now replace the role and share the functions of a traditional principal position, which covers the three PTEs that make up the Cornell Education Group.</p> <p>Wilkinson's English Language School began delivering General English-ESOL courses at Cornell's Queen Street campus in Auckland 2015. As a result, the number of international students studying at Wilkinson's English Language School has significantly increased.</p>
Previous quality assurance history:	<p>The previous EER was conducted in June 2013. At that visit, NZQA was Highly Confident in Wilkinson's English Language School's</p>

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

2. Scope of external evaluation and review

The scope of the EER included three focus areas:

- International Students: Support and Wellbeing. This is a mandatory focus area.
- General English - ESOL courses. The head office in Christchurch has delivered General English courses for many years, and the number of students has remained constant for the past four years: approximately 160. Delivery of General English courses commenced in Auckland in 2015. This site now delivers General English courses to the majority of Wilkinson's English Language School students: 273 in 2016. All General English courses are self-funded.
- Workplace Literacy and Numeracy. This programme provides 40 hours of free literacy and numeracy tuition per student to New Zealand residents and citizens who are in employment, at no cost to students. Tuition is tailored to the needs of students and their employers. The programme is funded by the Tertiary Education Commission (TEC) and has been offered by Wilkinson's English Language School for many years. This programme is only delivered in Christchurch to approximately 200 students per year.

The other programme offered that was not selected was Intensive Literacy and Numeracy. This programme had 81 students in 2016, and these numbers have been relatively stable since 2013. The programme's main focus is strengthening literacy, with some integrated numeracy components for adult refugees and migrants from non-English speaking backgrounds who have very low levels of English language and literacy. These students are enrolled for an initial 200-hour course and are eligible to re-enrol for up to five years. They are funded by the TEC.

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.

The evaluation team of two visited Wilkinson's English Language School sites in Christchurch and Auckland over two days, 29 and 30 March 2017. The evaluators returned to the Auckland site the following week (5 April) to complete the document review and synthesis. Interviews conducted on site included the governance and management groups who also oversee the Cornell Education Group PTEs. The evaluators also interviewed staff, students and other stakeholders. Additional stakeholder interviews were negotiated and completed by phone on 10 April and included employers who referred students, and students who self-referred to the Workplace Literacy and Numeracy programme.

In addition to the documents provided for the EER scoping exercise, the EER team sighted and was provided with various documents including a large number of documents pertaining to the Workplace Literacy and Numeracy and General English programmes and the governance and management of the PTE.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Wilkinson's English Language School Limited**.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Wilkinson's English Language School Limited**.

Wilkinson's English Language School is a well-established PTE. As a result of the change in ownership, the PTE has undergone significant changes in the past two years. In the areas of management and governance, a new structure and functions are emerging and key academic and quality management appointments have been made. There has also been an increase in the number of international students enrolling in the General English courses now offered at the Auckland campus, delivered from Cornell's Queen Street premises. At the time of the EER, Wilkinson's English Language School was navigating these changes effectively.

The new and evolving governance and management team is identifying and reviewing the board, management and academic groups' functions and responsibilities, and has recently become more consolidated. New initiatives and changes are starting to have an impact; for example, the systematic and planned professional development of teaching staff. Some initiatives, such as firming up reporting mechanisms, have not yet extended fully into the Workplace Literacy and Numeracy programme. Even though the effectiveness of these changes is not yet fully evident, the evaluators saw evidence of change moving in a positive direction.

Staff at Wilkinson's English Language School are well qualified and delivering appropriately designed courses. There is a focus on providing effective pastoral care to international students. Overall, Wilkinson's English Language School is meeting the most important needs of students and meeting the funder's requirements. The General English courses are performing well. There are systematic, comprehensive and transparent processes and practices. Useful information is gathered for review and demonstrates the effectiveness of delivery and the achievement of outcomes that are valued by students.

The Workplace Literacy and Numeracy courses are meeting the funder's requirements for delivery in terms of the number of students required to enrol in a year and the hours delivered. However, Wilkinson's English Language School is not able to demonstrate as strongly as for the General English courses the quality of the outcomes for Workplace Literacy and Numeracy students, the key stakeholder, or the benefits for employers. The focus on individual students is important, and there are sound and documented processes and practices to support the teaching and learning. However, there is no systematic monitoring of

the quality of outcomes, apart from ensuring the required documents are completed and returned to Wilkinson's English Language School by the teachers. The PTE would benefit from more oversight and a collective understanding to gauge how well and to what extent Workplace Literacy and Numeracy is providing effective education and to validate the positive outcomes reported.

Overall, there is evidence that changes are being implemented which, once fully embedded, will enable Wilkinson's English Language School to better monitor and understand performance and will likely strengthen self-assessment and provide more comprehensive evidence across the PTE.

Findings¹

1.1 How well do learners achieve?

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

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

The purpose of study for General English students is to improve their English language skills. Evaluations completed during the course and at exit indicate that students improve their English language skills and value the experience of the learning they receive in the small, family-type environment evident on both campuses.

There is a well-structured curriculum, and students' progress is tracked through six-weekly testing with levels linked to the Common European Framework of Reference. The school's expectations of progress are realistic. The students are assessed against 'can do' statements with clear descriptors. Teachers compare students' results over time and inform the students via a report with a mark and a short written statement. Wilkinson's English Language School is gathering useful data and improving collation, analysis and quarterly reporting to the academic board. This process and reporting has improved over recent months, and the data is confirming the outcomes already understood by the teachers and students. Overall feedback indicates that students are very satisfied with their rate of progress.

General English students identify their main learning goals on entry, and these are referenced by the teachers. Students review their goals at the beginning of study and after assessment. The exit evaluation links progress to these goals and highlights the value placed on them. There is a consistency between sites around these very good student-focused practices.

Since the previous EER, the Workplace Literacy and Numeracy programme has consistently delivered the number of hours and the number of students enrolled as required by the TEC, and this has resulted in an increase in TEC funding for this programme.

Student achievement needs to be considered within the context of delivery. Workplace Literacy and Numeracy students are enrolled and work with a tutor for an average of 40 hours, to improve their literacy and numeracy skills in the workplace. Wilkinson's English Language School teachers are working mostly with individuals and note their progress after every session and in a final report provided

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

to the student. Goals for the Workplace Literacy and Numeracy students are identified on enrolment; however, the assessment of student progress is not strongly linked to the students' or where relevant to employers' goals. The evidence on site showed that goals are large and broad and not reliably specific to the individual. There is no systematic review of the quality of the outcomes, goals and progress, beyond the teacher and student engagement, there is a check that the correct paperwork is completed.

Wilkinson's English Language School is using the TEC assessment tool as an indicator to demonstrate improving outcomes and therefore improving services. Comparisons of TEC measures and progressions year to year are inconclusive. This is not a valid comparison from which to understand and inform the PTE about the quality of achievement.

Wilkinson's English Language School also considers student achievement through levels of satisfaction. This information is gathered from evaluations completed at the end of the training and indicate that student expectations are met. However, the evaluators are not convinced about the transparency of the feedback gathered from Workplace Literacy and Numeracy students and the extent to which it indicates satisfaction. Because of the low literacy levels of these students, evaluations are completed with the tutor. Only those who complete the arranged training have the opportunity to complete the evaluation, and although there has been an increase in the number of enrolments, the number of completed evaluations has declined. Of the students who completed the programme, 40 per cent completed the evaluation in 2014, 29 per cent in 2015, and 27 per cent in 2016.

There are processes to monitor and review completed evaluations, but this is not systematically occurring. Wilkinson's English Language School needs to undertake more comprehensive analysis and follow-up of students who withdraw.

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

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 General English students' main short-term goal is to improve their English language skills, and this need is well met. Specific goals are identified at entry, and the majority of students indicate in the exit survey and interview – which all students complete – that these goals have been achieved. Collated survey results provide evidence that students gain useful skills and confidence in areas such as communicating with others, asking questions of the teacher, and undertaking activities such as shopping.

General English students' reasons for learning English language differ between campuses. Students from the Christchurch campus are focused on improving their English language for travel and work. Generally, Auckland students have a focus on further study. In 2016, approximately 46 per cent of Auckland students continued on to further study, and 33 per cent of these continued to study within the Cornell Education Group. Wilkinson's English Language School has just begun to gather evidence to support the view that its students who go on to study within the Cornell Education Group are better equipped culturally than others, but there needs to be clear link shown between the two. As this initiative is very recent, the initial survey and recommendations have not been followed up and incorporation of feedback and recommendations has not yet occurred. Wilkinson's English Language School management understands the potential benefits of this initiative and is committed to its progress.

Workplace Literacy and Numeracy students mostly self-refer. For example, 85 of the 90 students at the time of the EER were self-referrals. The school understands the extent to which the students' needs are satisfied through the sharing of success stories by teachers and the evaluation at the end of the programme by the students. The evaluations are collated annually and the percentages are compared for 2015 and 2016. There is some analysis of the evaluation survey results, although it is hard to extract meaningful information to understand the impact of the training. In part this is due to the students being engaged for a very short time and the low rate of surveys completed. The learners who do respond indicate they have benefited from the programme. Wilkinson's English Language School needs to review the processes and evaluation tool used to gather feedback to ensure useful information is collected to inform the outcomes of this key stakeholder group.

Currently five of the 90 students at the time of the EER were referred by employers. The PTE's staff believe that employers see value in the programme, and individual employer feedback shown to the evaluators indicated that improvement in employees' literacy and numeracy was noted in the workplace. This feedback was triangulated to some extent by stakeholder interviews undertaken by the evaluators, overall . outcomes for these employers are not well evidenced.

Wilkinson's English Language School acknowledges the difficulty in gathering feedback from students and employers, and there is a sense that the feedback that is collected is not always useful. The means of gathering feedback from employers is in a state of change. It is important for Wilkinson's English Language School to progress this change and find appropriate methods to collect feedback from students and to engage employers to some extent, to verify the positive impact and benefits of the programme in the workplace.

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

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

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

The PTE's General English and Workplace Literacy and Numeracy programmes are individualised and contextualised, providing delivery that is highly relevant and geared to meet specific students' needs. However, self-assessment to validate effectiveness is lacking in the Workplace Literacy and Numeracy programme.

Wilkinson's English Language School offers six courses ranging from elementary to advanced in General English, benchmarked to the Common European Framework of Reference. Courses are based on published course materials. At entry, students are interviewed and given a placement test, and goals are ascertained. Students' learning is assessed every six weeks. They meet one-to-one with their teachers where their progress is discussed and recommendations are made to improve learning. In addition to course book content, the interests and needs of students are catered for. Both campuses have the same structure, resources and processes for assessment, student learning records and progress reporting.

The two directors of studies and the teachers are well qualified. Almost all have an initial English language teaching qualification such as CELTA (Certificate in Teaching English to Speakers of Other Languages), and some also have a higher-level diploma or postgraduate qualification in English language teaching. Student surveys, student representative meetings and teacher observations, which are valued by the teachers, all provide a transparent view of the effectiveness of the General English delivery and assessment. Wilkinson's English Language School has introduced scheduled and regular professional development to support the teaching. Both external guests and internal staff provide professional development with relevant and interesting topics. The professional development is described as useful, and teachers see this opportunity as an indicator that they are valued as professionals.

The international i-graduate survey benchmarks providers against New Zealand and global averages. The PTE's General English students engaged with i-graduate in 2016, and the results shows the PTE is performing well – above the New Zealand and the global average in almost every area, including support for students.

Workplace Literacy and Numeracy programmes provide individualised and highly relevant courses based on analyses of the students' needs and using the TEC's assessment tool and teachers' own extensive experience in ESOL and education to determine relevant activities and teaching and learning strategies. Where the student is referred by an employer, areas for focus or improvement are also determined through an organisational needs analysis and matched to the student's

needs and capability to achieve within the average of 40 hours of tuition provided. Where possible, students are appropriately grouped to enhance the learning experience.

Individual learning plans with goals are established, and there are good systems and processes in place to support delivery. The documentation and stakeholder feedback did not consistently validate how effectively the goals inform the teaching. For example, the final results and evidence do not consistently refer to or link back to the needs analysis and student/employer goals.

The Workplace Literacy and Numeracy teachers are highly experienced and most have or are working toward NCALNE (National Certificate in Adult Literacy and Numeracy in Education). However, the self-assessment activities used in this programme are not obviously effective. Wilkinson's English Language School has a process of observation to determine effectiveness of the teaching and to gauge student and teacher engagement, but this is not occurring systematically. The inconsistent implementation of this process is explained as due to concerns that the process might have a negative impact on the teaching and learning environment where a teacher has only one or very few students. The one-to-one engagement with the Workplace Literacy and Numeracy students allows for direct feedback. Evaluations are also undertaken at the midpoint to gauge the perspective of the student. However, there is no consistent monitoring to ensure these are completed or analysis and evidence about how the feedback is used.

Overall, the Workplace Literacy and Numeracy programme has a range of self-assessment practices and processes used in a genuine attempt to understand performance. Wilkinson's English Language School needs to review these practices to ensure they are relevant and well suited to the stakeholders and programme context in order to gather meaningful and useful feedback that can inform and validate the programme design and delivery.

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

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**.

General English students receive a high level of support which benefits their learning. Small classes of an accepted maximum of 14 ensures each student receives good attention with extra help, homework and advice as needed. Interviews and feedback on progress, as described in Findings 1.3, directly engage the students in their learning. Student representatives are involved with management and have a role in conducting student surveys, and provide a clear avenue to make requests for change. Students and student representatives report that it is easy to communicate with staff when they have suggestions, and they feel supported and listened to by the teachers if they have problems. Surveys of students occur regularly, including at the end of week one.

Dedicated pastoral care support staff are available on both campuses. The pastoral care of students is very good and Wilkinson's English Language School is specifically aware of and pays attention to the needs of students who are under 18 years of age. Orientation is provided and extracurricular activities occur regularly, and students value the opportunity to socialise, explore the community, and practise speaking English.

Staff include speakers of many languages which supports communication with a range of students. The PTE has arrangements to access first language speakers of all students as required, if they are not available on campus. From time to time, serious or complex student issues emerge and staff are aware of the limitations of their skills and capacity to manage. Examples were provided where appropriate external services were engaged appropriately to support the students.

In the Workplace Literacy and Numeracy programme, students are actively involved in their learning and supported by their teacher, one-to-one or in small classes, as they progress through the 40 hours of training. Employer-referred students have the added benefit of being able to attend the programme during their usual work hours, and having ready access to company resources and the working environment which can be incorporated into the learning.

The attendance and sessions record, which is based on the individual learning plan curriculum and needs analysis, tracks the teaching and notes progress. Teachers respond to student needs during the teaching process. Most students who complete end-of-programme evaluations indicate that the lessons have been very helpful.

The midpoint evaluation asks some good questions about the teaching and goals, providing a formal opportunity to review the students' perspective on their learning; teachers' report using these evaluations. However, evaluations are not reliably

completed by the students, and the midpoint evaluations are not collated or reviewed. This omission is important as it is the PTE's primary source of feedback from this key stakeholder. Wilkinson's English Language School recognises this as an area for improvement and has recently established a process to make sure all completed documentation is submitted. Management needs to ensure that feedback is collated and reviewed going forward.

Overall, through the design of Wilkinson's English Language School's programmes, and processes and activities, students are well supported and to a large extent engaged in their own learning.

1.5 How effective are governance and management in supporting educational 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**.

The governing and managing staff of Wilkinson's English Language School sit within the Cornell Education Group. The management structure and academic group functions have been in transition and have recently become clearer, but are not yet embedded. Board membership is under review as currently the board is heavily involved in management and Wilkinson's English Language School desires a clearer separation of governance and management functions appropriate for an organisation of this size. The strategic direction has been agreed following a process of consultation with staff. How the resulting goals and indicators are being incorporated into Wilkinson's English Language School's processes is still a work in progress.

The managing director has now devolved some responsibilities and control of key initiatives to new staff in key positions with knowledge of the sector. For example, the quality assurance manager, academic manager and operations manager now replace the role and share the functions of a traditional principal position for Wilkinson's English Language School and the other PTEs within the Cornell Education Group. At the time of the EER, this had only very recently been initiated, and it is too soon to see the impact and effectiveness of the new arrangement. The evaluators agree that the organisation is moving in the right direction.

Over the past 18 months, governance and management have been focusing on the priority areas discussed above: the governance and management functions and strategic goals of the Cornell Education Group. Wilkinson's English Language School has been less of a focus, and the impact is evident in the Workplace Literacy and Numeracy programme. This has historically been the most significant programme offered by the PTE. More recently, attention has turned to Wilkinson's English Language School, and staff note improvements in resourcing and facilities, increased access to management, and planned and regular professional

development of staff, all of which are valued. There is evidence that some processes such as reporting and communication lines and responsibilities are clearer as a result. Further engagement, oversight and support for the Workplace Literacy and Numeracy programme, programme leader and staff are required by governance and management to ensure the performance and quality of this programme is maintained.

1.6 How effectively are important compliance accountabilities managed?

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

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

The governance and management teams at Wilkinson's English Language School are supporting it to meet its statutory functions through a process of planned internal reviews which commenced this year. The effectiveness of the processes for internal reviews and reporting and addressing compliance matters appear sound, although the evidence is still to be seen fully across all areas. Most significantly, adherence to the Education (Pastoral Care of International Students) Code of Practice has undergone an internal review, and an external contractor was invited to review practices and provide feedback on areas to improve. There is a commitment to implement these suggested improvements. Contracting an external review is a good initiative for a governance and management group that has been operating for a relatively short time.

Overall, the evaluators found that Wilkinson's English Language School has sound processes to ensure it complies with the Code of Practice. These have been implemented and reflect the recent changes in the code. Agent contract and monitoring is sound and contracts have been updated with more stringent approval and monitoring processes. Visa monitoring is very good and supported through database alerts. The complaints process is visible, and student and teacher interviews confirmed that they were aware of this facility. Areas for improvement – such as having a complaints register, providing more substantial information on pathways for students, and ensuring the Code of Practice self-assessment is more fully focused on outcomes – have the potential for some impact but are not significant.

In terms of General English programmes, the course hours meet the relevant visa requirements of the students. Attendance is monitored and there is a system to follow up non-attendees. The Workplace Literacy and Numeracy programmes are also compliant with TEC funding requirements.

Focus Areas

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

2.1 Focus area: International Students: Support and Wellbeing

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

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

2.2 Focus area: General English-ESOL

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: Workplace Literacy

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

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

Recommendations

NZQA recommends that Wilkinson's English Language School:

- Review and where necessary develop self-assessment activities for the Workplace Literacy and Numeracy programmes that are relevant to the context of the programme and the needs of all key stakeholders.
- Continue to embed the strategic plan and initiatives that are under development to strengthen reporting and monitoring of performance and 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz