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Report of External Evaluation and Review

Emergency Management Training Centre

Confident in educational performance

Confident in capability in self-assessment

Date of report: 13 September 2017

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Final Report

Purpose of this Report

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

Introduction

1. TEO in context

Name of TEO:	Emergency Management Training Centre (EMTC)
Type:	Private training establishment (PTE)
First registered:	29 September 2000
Location:	41 Chester Street West, Christchurch
Delivery sites:	EMTC runs a range of short courses throughout the year at its head office and at Environment Canterbury-owned or operated centres across the Canterbury region.
Courses currently delivered:	EMTC's short courses vary from half a day to five days and include rescue (including general rescue, urban search and rescue, flood and storm response); medical (first aid); welfare (including emergency welfare, welfare supervisor); and core skills. Refer accreditations below.
Code of Practice signatory:	No
Number of students:	Domestic: EMTC has at least 335 students attending short courses; in 2015-2016 the PTE had 416 students (no ethnicity data provided). Learners are all civil defence volunteers or are employed in an organisation with emergency management responsibilities. International: nil
Number of staff:	Nine part-time staff
Scope of active accreditation:	EMTC's scope of accreditation mainly relates to the following domains:

- Civil Defence Emergency Management Response
- Civil Defence Management and Operations
- First Aid
- Workplace Fire and Emergency Response

Refer <http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=735554001>

Distinctive characteristics:

EMTC is the only PTE in the country that sits within a Civil Defence Emergency Management Group (CDEM)¹, with the sole purpose of meeting the training needs of civil defence volunteers and managers in the Canterbury region.

Environment Canterbury owns EMTC as the administering authority for the CDEM Group.

Since the 2011 earthquake, EMTC has been co-located with CDEM in its temporary location near the Christchurch CBD. Both will move in mid-2017 to the new purpose-built Christchurch Justice and Emergency Services Precinct.

Governance of EMTC is undertaken by a joint committee of the mayors of nine territorial authorities in the Canterbury region. At a lower level, the coordinating executive group of chief executives of the local authorities and emergency services partners also make decisions relating specifically to the delivery of training by EMTC. The controller of CDEM reports to the coordinating executive group.

The courses are funded through targeted city council rates and course fees (paid for by the client group requesting the training for its staff and/or volunteers).

Courses are categorised into tiers. Tier One comprises short courses for volunteers and covers general rescue, first aid, emergency welfare, and

¹ The CDEM Group is a collective of territorial authorities, emergency services and partner agencies which have the responsibility for ensuring the region is prepared for, responds to and recovers from emergency events.

core skills (relating to civil defence). Approximately 80 per cent of EMTC's training each year is Tier One. Tier Two comprises two-day courses for emergency operations centre staff. Tier Three training is for controllers and senior management (only two courses have been run for a total of 14 students over the past three years).

EMTC has refocused its training on the Canterbury region as a priority – at the last external evaluation and review (EER) EMTC staff were providing training to local authorities beyond Canterbury on a cost-recovery basis.

EMTC has no full-time staff. EMTC staff have dual roles within the CDEM office and are all civil defence emergency management practitioners. EMTC operates from the philosophy that, in this sector, learning from practitioners is the most effective approach.

Recent significant changes: An external organisation was contracted to undertake a comprehensive external review in 2014 to identify the future direction, focus and structure of EMTC. EMTC has addressed immediate issues arising from the review. Some matters, however, were still being addressed at the time of the EER. For example, a business case for additional resources for EMTC was being tabled to the coordinating executive group.

Previous quality assurance history: For NZQA external moderation from 2012 to 2014, EMTC met the standard for unit standards relating to first aid and core skills.

EMTC also uses Skills Org (industry training organisation) unit standards. However, recent external moderation relating to civil defence-related unit standards is limited. EMTC noted that many of the civil defence unit standards are out of date and the PTE is working closely with Skills Org to update them.

In October 2016, Skills Org moderated EMTC learner assessments relating to unit standard 26551 (Provide first aid for life threatening conditions) and unit standard 26552 (Demonstrate knowledge of common first aid conditions and how

to respond to them) and found they met the national standard. Some minor modifications were required.

Other:

The Kaikoura earthquake, the Port Hills fires, and other recent emergency events (such as the Flockton floods) have disrupted the day-to-day business of the PTE as all staff are emergency first responders. This includes removing and storing all student files and important PTE records to allow for the emergency operations management team to use the EMTC building and facilities.

2. Scope of external evaluation and review

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

Focus area	Rationale
Governance, management and strategy	Included because of the recent review of EMTC and future directions
Rescue training courses	<ul style="list-style-type: none"> • Range of courses of variable length (based on unit standards and credit values) • Large number of students² • High risk/health and safety requirements
Introduction to Emergency Welfare	Recently reviewed programme following new Director of Civil Defence Guidelines for agencies responsible for welfare services in an emergency

The evaluation team also looked at evidence relating to the Emergency Preparedness course.³

² Workplace/Comprehensive First Aid and Workplace First Aid Refresher have a larger volume of students but both are short courses.

³ This programme was called Canterbury Civil Defence Emergency Management Course and was approved in 2001. NZQA holds no programme approval documentation for this course. It is now called the Emergency Preparedness course.

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-eeer/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.*

EMTC supplied the evaluation team with a self-assessment document and a range of other relevant documentation in the lead-up to the EER. For the on-site phase of the EER, the evaluation team spent two days at EMTC in Christchurch. The evaluation team met with the PTE manager, the CDEM manager and team leader, three trainers (two by phone), recent students (by phone) and stakeholders, including representatives from local authorities. A range of key documentation was also viewed including the quality management system, moderated student assessments, programme material including teaching resources, managers' reports, EMTC review report and business case.

Summary of Results

Statement of confidence on educational performance and self-assessment capability

NZQA is **Confident** in the educational performance of **Emergency Management Training Centre**.

NZQA is **Confident** in the capability in self-assessment of **Emergency Management Training Centre**.

Students of EMTC gain useful skills and knowledge which prepare them well to respond to emergencies in their local and wider communities (including as front-line volunteers and also in emergency operations management roles). The main users of EMTC training are the territorial authorities in the Canterbury region and other emergency responders including the police, fire services and, in some cases, Māori wardens. These users have expressed high satisfaction with EMTC training (teaching and delivery), evident in stakeholder surveys, increased business across a broader range of territorial authorities, and triangulated through stakeholder interviews. The outcomes most valued by stakeholders include staff and volunteers with the skills, knowledge and confidence to act and take direction in an emergency.

The extent to which students complete the assessments for each course varies and is largely influenced by whether achieving the unit standards (as opposed to attending and participating in the learning) is a priority for the purchasing agency. For example, Christchurch City Council requires its rescue volunteers to complete and pass the General Rescue and USAR (urban search and rescue) unit standards. EMTC has some understanding of student achievement rates overall. However, this could be strengthened by further analysis of trends, including external benchmarking, to identify factors influencing achievement and opportunities for improvement. The diversity of the students (including gender, age, and ethnicity) should be analysed, reported and, where needed, improvements put in place to support learner achievement.

The validity of achievement data is underpinned by robust internal moderation processes. EMTC is looking at how learnings from moderation can be shared with all the teaching team to improve practice. External moderation has generally met the standards of the relevant standard-setting body.

EMTC is working in a high-profile and demanding context. Its programme offering is fit for purpose (relevant and current), and consistently meets the needs of the various stakeholders. Reporting could be formalised in annual reports to the governing body to show the impact of the training and how well EMTC is meeting stakeholder needs.

Tutors are experienced practitioners in the area of civil defence and emergency management and were able to see first-hand the contribution made by, and the skills of, EMTC graduates. They also use their experiences to feed into EMTC improvement processes by providing advice on the skills and knowledge that volunteers lack in emergency situations. Notwithstanding the longstanding professional relationship EMTC management has with the tutors, the PTE should look at opportunities to formalise tutor performance appraisals and tutor meetings to assist staff to reflect on and make improvements to the effectiveness of their teaching.

Students are well supported given the context and nature of the training (short courses). Tutors are available after the training to support students with their assessments. Students receive clear and helpful feedback and have the opportunity to practise what they have learnt prior to sitting practical assessments. Tutors noted that students with particular learning needs are identified while on the course and their needs are met appropriately. However, no evidence is kept on specific learner needs and how well they are being met.

Governance and management are clear about the purpose and contribution of EMTC. This has been solidified as a result of external reviews since the last EER. Decisions have yet to be made on increasing the resources for EMTC to ensure a level of continuity and stability within the PTE during emergency events. EMTC has identified the need to undertake regular and structured needs assessment of its key stakeholders, to inform forward planning and scheduling. Health and safety is a priority and some courses are not being offered until EMTC can assure itself and its stakeholders that there are transparent and effective systems for managing high risks. Minor NZQA compliance requirements have not been met in a timely way, which suggests EMTC's overall system for monitoring its compliance needs improvement.

Findings⁴

1.1 How well do students achieve?

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

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

Table 1. Course completion rates (%) overall and by focus area

	2013/2014 ⁵	2014/2015	2015/2016
Overall (all courses)	75	84	89
Rescue cluster	96	98	92
Intro to welfare	63	77	66
Emergency preparedness	78	100	90

Source: EMTC data

Overall (that is, the summation of all courses), EMTC's course completion results have continued to improve since 2013/2014 as outlined in the table above. Completion rates, however, are not consistent and vary significantly across courses, with many students in Tier Two courses not completing the assessments to gain the unit standard. For example, in 2013/2014, 20 per cent of students had completed the assessments, and in 2015/2016 this had increased to 86 per cent. That said, EMTC noted that not all clients expected their staff (employees in senior roles in city councils) to gain the unit standard. This was verified by stakeholders, one of whom valued the fact that EMTC respected employer views on the matter.

Across the focus areas, students (the majority are volunteers) gained a range of relevant skills and knowledge contextualised to their region and recent emergency events by the tutors who are experienced practitioners.

The primary achievements of students are the skills they gain to contribute to their local and wider communities in the event of an emergency. These skills are reinforced during weekly volunteer training. The skills include how to support the successful establishment and running of welfare centres; being able to identify and respond to health and safety situations; and being able to work in a team, follow instructions and implement activities safely. Tutors and management observed graduates directly applying their skills in real emergency situations.

⁴ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁵ EMTC's budgets and plans its courses on a June-July financial year.

EMTC's key stakeholders (nine territorial authorities) have increased their use of EMTC training since the last EER. Previously, only two authorities were using EMTC regularly. This has increased to eight.⁶

There is good aggregation of data at a course level over time, by clusters of courses and by tiers. The focus of self-assessment activities, however, is on tracking overall achievement. There is limited evidence of analysis by clusters of courses or tiers and/or benchmarking to better understand performance and/or make worthwhile improvements. Greater reflection and use of the data collected by EMTC may provide useful insights and trends that can be reported to key stakeholders (regarding uptake and completion). Similarly, EMTC should also collect, analyse and report on the diversity of its participants.

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

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

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

EMTC's range of short courses has high value to the students and their employers. Clients purchase the training for their volunteers and staff as it has direct relevance to their roles as emergency responders. Tutors are practitioners and also key stakeholders as they have direct experience of working alongside graduates and observing them apply their skills and knowledge in emergency situations, including the response to the Kaikoura earthquake.

In Christchurch alone there are approximately 400 volunteers at any one time (welfare and rescue response teams) who require basic training to qualify as a volunteer and gain the necessary council accreditation to be deployed. The council is also considering intensive training for a core group of staff from across the region to support emergency management in a consistent way. EMTC is the preferred provider given the calibre of the tutors, the fact that EMTC is up to date with current operating standards, and the consistency of the outcomes gained across the districts using the same training provider.

Taking into account events since the Christchurch earthquakes, EMTC's normal self-assessment activities have not been consistent, including surveys of stakeholders and graduates. EMTC conducted its most recent stakeholder survey in March 2017⁷ – the previous one was in 2012. The feedback was largely positive and affirmed EMTC's value to stakeholders. Stakeholders felt that EMTC tailored the programme to suit their needs, and the knowledge gained was highly relevant

⁶ One small territorial authority is using its experienced staff to train its volunteers.

⁷ Response rate was 50 per cent (five out of 10 respondents).

and useful. All stakeholders felt that the training met their needs and expectations and they would recommend EMTC to others. Outside of the formal mechanisms, EMTC also receives informal feedback direct from clients who confirm the value of the training as they have observed graduates applying their skills and knowledge in training and, in some instances, in real-life emergency situations.

EMTC has also conducted occasional surveys of graduates. The most recent was conducted in 2016.⁸ EMTC has itself identified that the survey results have low utility in assisting EMTC to make improvements. Therefore it is planning a new approach to gather meaningful data from past students using other mechanisms, for example focus groups.

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

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

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

Programme design and delivery that matches the needs of students and stakeholders is a strength for EMTC. The programme offering is highly relevant and customised to the particular needs of its clients (largely territorial authorities and emergency partners). The focus on training in Canterbury in recent years has resulted in a growing demand for its training from eight of the nine territorial authorities in its region and also emergency partners including the police.

Course cohorts are usually small, between five and 16 students depending on the subject. With larger groups, two tutors conduct the practical assessments to ensure they are conducted in a timely way and with consistency. Courses are run over weekends or evenings to accommodate volunteers who have daytime jobs.

Tutors integrate theory and practical activities depending on the course. In general rescue courses, for example, practical components are demonstrated in real situations, e.g. finding someone in rubble, safely removing them while keeping themselves safe; reconnaissance (gathering information and reporting back); and safe working with ladders and ropes. Minor amendments are made to exercises by tutors to ensure they conform with industry best practice guidelines and manuals.

Students and tutors felt the courses were well resourced, with the added benefit of using council facilities and resources that the volunteers normally train with (for example, ladders in general rescue and USAR).

⁸ Response rate was 20 per cent (11 out of 55 respondents).

Students have 30 days after the course to complete and hand in their assessments. During this time, students can contact their tutors and/or PTE management if they have any questions or concerns. There is no data kept on re-sits. However, tutors noted that not all students passed their practical assessments on the first attempt. In such cases, they are encouraged to practise the exercises during their volunteer training and then re-sit. There appears to be a recurring theme based on feedback to EMTC that students are not satisfied with the length of time it takes to receive their marked assessments. EMTC has tried to improve its administrative systems to address this, although the timeframe needs to be more clearly explained to students at the beginning and end of the course. The student handbook is also not provided to students consistently.⁹ This practice is inconsistent with EMTC policy. That said, given the short duration of the course, EMTC is considering how it might integrate key aspects of the handbook into its introductory session, e.g. complaints procedures.

EMTC has a strong internal moderation process which involves 10 per cent of all course assessments moderated by another tutor. This provides tutors with a useful insight into other tutors' assessment practices. EMTC could strengthen its current moderation systems by providing opportunities for all tutors (including those not involved in moderating) to discuss and learn from moderation findings to inform effective assessment.

External moderation has largely met national standards. However, EMTC has not received feedback on post-assessment moderation from Skills Org against relevant civil defence unit standards for the past three years.

EMTC tutors are qualified and experienced practitioners who have been working for EMTC on a contract basis for at least 10 years. As a result, tutors have established a very collegial yet professional relationship with EMTC management where they regularly share information on courses and sector developments, through emails, phone calls, professional development sessions and informal catch-ups. Tutor performance appraisals have become more informal over recent years as performance is managed through co-teaching, moderation and informal manager observations. Three of the tutors have completed (or are near completing) the National Certificate in Adult Education and Training. Tutors expressed an interest in formal observation of their practice to gain feedback on their performance.

Self-assessment occurs on a number of levels, including by course where the manager and tutor debrief after each course and between the manager and client. After major emergency events EMTC will review what they can do from a training perspective to better meet the needs of volunteers, e.g. after the Flockton floods EMTC reviewed its storm response course. EMTC also reviewed its Introduction to Welfare Emergency course in collaboration with a range of stakeholders to meet

⁹ Although it is made available in full on request, with some copies available at the course.

the new Directors Guidelines for CDEM Groups and agencies with responsibilities for welfare services in an emergency.

Formal feedback from stakeholders in March 2017 validated the relevance of the course, the practical knowledge of the tutors, and their ability to integrate local knowledge about the workings of each organisation and community. There is, however, no formal annual review undertaken by EMTC of its courses, including student achievement, moderation, and tutor and stakeholder feedback. An annual review may benefit EMTC in terms of both reporting annual activities and successes to key stakeholders and assisting with forward planning and course scheduling.

1.4 How effectively are students 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**.

Students are well supported given the context and nature of the training. Students felt well supported by the tutors and involved in their learning. Content was communicated clearly and made relevant to context; tutors were open to taking and responding to student questions; tutors adjusted their pace and language to accommodate diverse learners; and EMTC staff were available to support students after the course (while completing assessments). Tutors gave examples of contacting students to explain areas that required more work to successfully complete the assessment.

In addition, tutors and management were sensitive to students' general wellbeing and supported students to overcome personal challenges and stresses arising from the challenging nature of some of the training exercises.

Tutors on occasion engage with students with specific learning needs, in particular students with English as a second language. Tutors felt they had the skills to accommodate such learners by simplifying the language used and adding in more examples to illustrate concepts. The current enrolment form could be improved to ask students to self-identify any particular learning needs. This should lead to improvements in the course materials to be more accessible for students who struggle with English literacy.

Workbooks for students and teaching resources are timely and comprehensive. However, as noted in Findings 1.3 above, key content from the student handbook needs to be communicated to all students (if the handbook is not going to be given to every student), including student complaints procedures and timeframes around the return of marked assessments.

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**.

EMTC has a clear purpose and management structure. This has been recently revisited as a result of a larger review of the CDEM group. The response to the review of EMTC (completed in 2014) has been a drawn-out process, impacted to some extent by the number of emergency events that have occurred in the past two years. The review has been a valuable and timely self-assessment exercise allowing key stakeholders the opportunity to rethink the direction and ongoing value of the PTE, which will result in worthwhile improvements.

The current PTE manager is aware of the need to resume self-assessment activities which were disrupted by emergency events, but is somewhat limited by the time and resources of a small PTE. The recommendations of the Environment Canterbury feasibility report on EMTC will therefore release additional resources to support the manager to focus on the requirements of the PTE and therefore minimise the disruption to the PTE's operations during emergency events.

Resources are sufficient for the courses being run; tutors were in the past contracted but have recently been employed as casuals.¹⁰ Tutors are experts in their field, committed to the work of EMTC and generally well supported and valued by management. While there are no formal tutor appraisals, staff felt these would be beneficial to help improve their practice.

EMTC has identified the need to undertake regular and structured needs assessment of its key stakeholders, and to do more forward planning and scheduling which at the moment is ad hoc. EMTC could also improve record-keeping of the number of volunteers and managers being trained, to contribute to an overall picture of sector capability. EMTC is reviewing civil defence unit standards, most of which are outdated. This will contribute to improving the quality and consistency of programme delivery and student outcomes.

¹⁰ This change was made to reflect the nature of the employment relationship between EMTC and the tutors.

1.6 How effectively are important compliance accountabilities managed?

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

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

Recent emergency events (including the Kaikoura earthquake, the Port Hill fires, and the floods at Flockton) have meant EMTC resources have been diverted from the activities of the PTE towards emergency response work. This is a risk to the PTE's operations in that certain compliance requirements have not been met. Examples are the training scheme application and associated course information requests which have not been submitted in a timely way; moderation submission dates being missed; and the compliance declaration not being completed properly. While these are minor matters with no significant impact on the students or the organisation, these omissions undermine NZQA's confidence in the systems and processes used by EMTC to know how well it is managing its NZQA compliance responsibilities.

EMTC has, however, undertaken a risk assessment in response to amendments to the Health and Safety Act. All of the PTE's courses and those identified as high risk to staff, students and the organisation (against defined criteria) have been put on hold until EMTC is satisfied that it has the proper systems and processes in place to reduce identified risks. EMTC has systems for reporting accidents, incidents and near misses, and to date none have been reported. EMTC should look at reviewing the processes for how these matters are being reported across tutors.

EMTC also has an up-to-date quality management system which is regularly reviewed. Policies appear to reflect practice, with the exception of the student handbook (refer Findings 1.3 above).

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Rescue course cluster

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

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

2.3 Focus area: Introduction to emergency welfare

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

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

Recommendations

NZQA recommends that EMTC:

- Conduct a formal annual self-review of its courses, including student achievements, moderation, tutor and stakeholder feedback and what this means for forward planning and improvements/resources needed that can be regularly reported to management and the governing body.
- Develop a regular process for reviewing and meeting key compliance accountabilities.
- Ensure that all students receive relevant academic information, including the procedure for laying complaints and the feedback policy for assessments, prior to commencing training.

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