

Report of External Evaluation and Review

Mr Barber Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 20 March 2013

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.....	5
Summary of Results	6
Findings	8
Recommendations	17
Appendix	18

MoE Number: 7356
NZQA Reference: C09078
Date of EER visit: 27 and 28 November 2012

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:	Mr Barber Limited
Type:	Private training establishment
Location:	360 Queen Street, Auckland
First registered:	2000
Number of students:	Domestic: 17 (several cohorts are trained each year) International: nil
Number of staff:	Two directors (one is also head tutor), five tutors (three part-time)
Scope of active accreditation:	Certificate in Barbering (Level 3)
Sites:	360 Queen Street, Auckland
Distinctive characteristics:	Mr Barber offers one course, the Certificate in Barbering (Level 3), which is a local course approved by NZQA. The total length of the certificate is 36 weeks, the first 12 of which are spent on site at the TEO's training base. For the remaining 24 weeks, each student is expected to be gaining work experience as a barber, working for at least 882 hours during that time. This is required in order to meet unit standard 10648 <i>Complete a haircut using barbering techniques</i> . Following the required amount of time in the workplace, students return to the TEO site to undergo assessment for the practical work

standards. The course delivered by the TEO is very stable, with only a few minor changes made to it since 2000. Assessment is moderated by the Hairdressing Industry Training Organisation (HITO), the Retail Institute, and NZQA.

Mr Barber is funded by the Tertiary Education Commission (TEC) for up to 24 equivalent full-time students (EFTS). This number has been confirmed again for 2013. Mr Barber's commitment to the TEC is to achieve more than 60 per cent course and qualification completion, with 60 per cent retention in the programme. Qualification completion is based on the full year of the programme, including the 24 weeks of practical work placement, during which the student is generally employed. At the end of the 12 weeks of face-to-face tutoring, the student receives a completion certificate; this is referred to in the TEC performance data as course completion.

Since 2000, Mr Barber has trained nearly 1,000 barbers; it is currently the only provider of a barbering qualification in New Zealand. The TEO does not advertise; many students self-refer after searching on the internet or are referred to the TEO or the programme it offers by word of mouth. Others are referred to the TEO's programme by Work and Income (WINZ). Graduates are easily able to find employment. Eighty per cent are in employment after three months of completing the course as there is currently an upsurge in the popularity of barber shops. Most barbering businesses are small and employ only a few (one or more) barbers.

The TEO has a council-approved barber shop also operating at its Queen Street training site. Within Auckland there are two further Mr Barber-owned barber shops, within which a small number of students are able to complete their practical work requirements before the final assessment.

Mr Barber works closely with HITO with respect to assessment, and has also worked with HITO through the NZQA targeted review of qualifications (TROQ) process during 2012, to develop a new

national barbering qualification at level 3.

Recent significant changes:	The TEO has remained very stable since 2000, with no changes in directors and some staff having been employed by the TEO since that time. There are no recent significant changes to either the TEO or the Certificate in Barbering.
Previous quality assurance history:	The last NZQA quality assurance audit of Mr Barber was in December 2008. A validation visit occurred in 2010, confirming that all requirements had been met.

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review (EER) of Mr Barber included the following mandatory focus area:

- Governance, management, and strategy.

The following focus area was selected because it is the only programme delivered by Mr Barber:

- Certificate in Barbering (Level 3).

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.*

Two evaluators spent one and a half-days on site conducting the EER at Mr Barber's training site in Auckland. During the visit, the evaluators met with the two directors and all five tutors, and most of the current two cohorts of students. Face-to-face interviews or telephone conversations were held with external stakeholders, including two external members of the advisory committee, two employers, two graduates of the programme, and a representative of HITO. A range of Mr Barber's documents and records was also reviewed.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Mr Barber Limited**.

Mr Barber's course and qualification completion rates over the past three years have been well in excess of its commitment to the TEC of 60 per cent for course and qualification completion, and 60 per cent retention, and are also well in excess of the TEC medians for each year. Course completion rates over that period have ranged upwards from 92 per cent in 2009 to 99 per cent in 2011; qualification completion rates during that time have been in the range of 94-98 per cent. Retention rates over the same period have ranged upwards from 75 per cent in 2009 to 96 per cent in 2011. Completion rates for this TEO have been high since it was first established in 1996.

During its 12 years of operation, Mr Barber has trained nearly 1,000 barbers. Most students are mature, with the majority being in their twenties. Māori and Pasifika students make up over 50 per cent of students, rising from 57 per cent in 2009 to 62 per cent in 2011. In 2011, there was a significant increase in Māori students, while Pasifika students were constant at 32 per cent. Mr Barber is thus also in excess of its commitment to the TEC for participation by these two groups.

Students gain new skills, such as improved well-being, confidence, communication skills, and time and money management, all of which assist them to achieve employment and a future with an assured income. Mr Barber contributes to the community through the provision of free haircuts by student barbers at its barbershop in Queen Street, Auckland.

In most years, at least 80 per cent of graduates move into employment as barbers, with many aiming to establish their own businesses in the future. An annual target of 80 per cent employment is set by the TEO; this is also the TEC target. More than 80 per cent of graduates achieved employment in 2011. Mr Barber assists students to find placements and, sometimes, initial employment. Although most of the placements lead to employment, many students have already found employment by the time they have completed the initial 12 weeks of training.

Mr Barber provides a programme that is highly valued by its students, graduates, and employers, in that it provides a career pathway that is both reliable and with potential for a good income. The organisation produces graduates who have had a very good basic training, so that they are ready and able to work productively, usually under supervision or at an introductory level in a barber shop. Employers value this programme and Mr Barber highly, and are keen to assist the TEO in making improvements, particularly as the industry grows. Mr Barber has a strong involvement with the sector in which it is engaged, as demonstrated by the involvement of its director in the TROQ process to develop new barbering qualifications. It has also demonstrated a high degree of success in exceeding the performance objectives set by the TEC.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Mr Barber Limited**.

Very detailed performance records are maintained by the TEO, with associated analysis of trends. In this respect, self-assessment is highly effective and is used to maintain a full understanding of Mr Barber's performance with respect to the TEC performance indicators for Student Achievement Component (SAC) funding, from year to year. The TEO also has clear evidence, through its own records, of improved outcomes over a number of years. An annual programme report, including the results and analyses of staff and student satisfaction surveys, ensures that the focus and direction of Mr Barber on its performance are continuous.

Mr Barber's excellent performance is underpinned and supported by effective self-assessment, which also enables areas for improvement to be identified. For example, self-assessment will be improved during 2013 in order for the TEO to better understand how it is able to support any changes made to the Government's Tertiary Education Strategy.

Although self-assessment is being used effectively to identify both the strengths of the programme and areas for improvement, it could be further strengthened by the use of more formal ways of gaining and recording feedback from stakeholders, including students. The evaluators considered that Mr Barber could be more proactive in seeking to go beyond the identification of needs to seeking to understand the extent to which those needs are being matched. For example, the client survey, which is a very useful self-assessment tool, could be refined to include a satisfaction measure of how well expressed needs were being matched.

Findings¹

1.1 How well do learners achieve?

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

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

Mr Barber has achieved course completion rates over the past three years of 92 per cent (2009), 95 per cent (2010), and 99 per cent (2011), and qualification completion rates during the same period of 98 per cent (2009), 96 per cent (2010), and 94 per cent (2011). These rates are well in excess of its commitment to the TEC of 60 per cent in course and qualification completion, and 60 per cent retention, and also well in excess of the TEC medians for each year. Retention rates over the same period have ranged upwards from 75 per cent in 2009 to 96 per cent in 2011. Completion rates for this TEO have been high since the TEO was first established in 1996. Contact is maintained with all students as they work through their required 882 hours of barbering practice, and are encouraged to return to the TEO for their final assessment and completion of the qualification. This has clearly been effective, given the very high qualification completion rate.

After the qualification has been completed, a small percentage of students choose to continue with the level 4 barbering certificate, currently available only through HITO assessment. During its 12 years of operation, Mr Barber has trained nearly 1,000 barbers; the evaluators were informed that currently in Auckland about 70-80 per cent of barbershops will have a barber or employer who is a Mr Barber graduate. Most students are mature, with the majority being in their twenties.

Māori and Pasifika students make up over 50 per cent of students, rising from 57 per cent in 2009 to 62 per cent in 2011. In 2011 there was a significant increase in Māori students, while Pasifika students were constant at 32 per cent. Mr Barber is thus also in excess of its commitment to the TEC for participation by these two groups. Currently, about one-third of the student cohort is of Middle Eastern ethnicity, although they are domestic students. About 40 per cent of students are female.

Close attention is paid to achievement rates for all groups of students, to ensure that all maintain a high level of qualification completion. For example, data has been kept by the TEO on Māori and Pasifika achievement rates for a number of years, ahead of the TEC requirement for all TEOs to do this.

Students gain new skills, such as improved well-being, confidence, communication skills, and time and money management, all of which assist them to achieve

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

employment and a future with an assured income. Mr Barber contributes to the community through the provision of free haircuts by student barbers at its barbershop in Queen Street, Auckland. Clients of this service are frequently surveyed, to assist Mr Barber to improve its delivery of training. These issues are discussed further in section 1.2 of this report.

Given that there are currently no other providers of barbering qualifications, it has not been possible for the TEO to benchmark with other training providers. However, close contact is maintained with HITO and the Retail Institute, and the manager has been closely involved with the NZQA TROQ process for barbering qualifications. Benchmarking is also undertaken over time, facilitated by close attention to record-keeping about achievement.

Very detailed performance records are maintained by the TEO, with associated analysis of trends. In this respect, self-assessment is highly effective and is used to maintain a full understanding of Mr Barber's performance with respect to the TEC performance indicators for SAC funding, from year to year. The TEO also has clear evidence, through its own records, of improved outcomes over a number of years.

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 **Excellent**.

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

The evaluators were assured that the Certificate in Barbering is highly valued within the barbering industry. In most years, about 90 per cent of graduates move into employment as barbers, with many aiming to establish their own businesses in the future. An annual target of 80 per cent is set by the TEO; this is also the TEC target. Mr Barber is proactive in assisting students to find employment, with many work placements arranged for them. Most of these lead to employment, although many students have already found employment by the time they have completed the initial 12 weeks of training.

Interviews with employers and graduates of Mr Barber confirmed the value to them of the training provided by the TEO, not only for raising the standards of barbering, but also for giving employers confidence that all basic cuts have been already learned by graduates. In 2011, Mr Barber conducted an industry survey of 95 barbering businesses, which informed the TROQ process for barbering qualifications. The survey found that few if any barbers choose to take apprentices; all barbers contacted prefer their employees to have received at least basic training before they work as barbers. This fits with the fact that most barber businesses are small, often with only one or two chairs, and that clients have a right to expect that a barber should be able to cut their hair well. Both of the employers interviewed by the evaluators said they would like more formal ways of giving feedback, especially as they also receive feedback about the training provided by Mr Barber from their

employees. They had previously had an opportunity to give feedback as part of the employer survey undertaken for the TROQ process.

Mr Barber has an advisory committee, including two external members. It meets formally once or twice a year, but the external members visit frequently and provide valued advice to the TEO, assisting it to stay well informed about industry issues and also about the development of sound quality systems.

Students complete evaluation forms twice during the 12-week course. They can make comments on these forms and many do, although they are also encouraged to give feedback informally during the course. The evaluation forms are analysed to ensure that the course and the teaching continue to be of the greatest value to students and relevant to the barbering trade. Mr Barber undertook independent surveys of students in 2012 to find more about their needs and the value of the programme to them. The two external advisory committee members undertook these interviews at two separate times during the year. Both sets of interviews resulted in action plans, which are being addressed.

Students who were interviewed valued the fact that they had gained important new skills for their future careers, and also that they were now more confident, that their communication and social skills had improved, and that they had learned about courtesy and respect as well as knowledge about the cultural aspects of barbering. All were enthusiastic about the value of having found a trade that offers a reliable income and opportunities for gaining self-employment. Some students were planning to travel and use their qualification overseas. Most students had found the TEO and the programme by either word of mouth or by searching on the internet; Mr Barber does not advertise for students.

Mr Barber provides 100-200 free haircuts each day, mostly to students, pensioners, and other local people who know about the service, some of whom have been using this community service for up to 10 years. The service appears to be highly valued by the customers, whose hair is cut by students under close supervision by the tutors. This daily practical session is an important part of the programme during the 12 weeks' initial training – barber students are cutting hair from day one of their training. During the EER, the evaluators observed this busy training session, with a number of clients waiting near each chair. Clients are encouraged to give feedback to Mr Barber about the service.

Mr Barber provides a programme that is highly valued by its students, graduates, and employers, in that it provides a career pathway that is both reliable and with potential for a good income. The TEO produces graduates who have had a very good basic training, so that they are ready and able to work productively in a barber shop. Employers value this programme and Mr Barber highly, and are keen to assist the TEO in making improvements, particularly as this part of the industry is growing. The evaluators consider that there is good evidence of effective self-assessment being carried out by Mr Barber, and that this is being used to bring about improvements to the programme. Self-assessment could be further

strengthened by finding more formal ways to gain and record feedback from stakeholders.

1.3 How well do programmes and activities match the needs of learners and other 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 summary of the student satisfaction survey undertaken in 2011 shows a very high level of satisfaction, with over 90 per cent of students being highly satisfied ('Strongly agree' or 'Agree' for each positive statement provided in the survey). The student satisfaction surveys conducted in 2009 and 2010 had similar results. The external surveys of students in 2012 found that health and safety and customer service training were particular strengths of the TEO.

Tutors and graduates who were interviewed said the qualification delivered by Mr Barber changes the lives of graduates. It is thus more than a qualification, in that many students and graduates are working for the first time and have gained confidence, self-esteem, and thus the ability to talk with clients. Students and graduates say they are able to take the qualification anywhere in New Zealand, and that it will be useful for travel and employment overseas. Students and graduates confirmed that their wish for a qualification with potential for a good income had been well matched by the programme.

The programme provides an authentic experience for students, who are working in a barbershop from the first days of training. They have the opportunity to have a week's trial within the programme at no cost, and once enrolled have a clear progression mapped out with a system of colour-coding the cohorts and progressively moving them forward within the barbershop environment as their skills and knowledge progress. This matches the students' need to be working at the appropriate level throughout the programme. Students have a clear understanding of how they are progressing, which also assists in building confidence. The teaching and learning environment is inclusive, with learners of all ages and from different cultures; two recent graduates also commented very positively on this aspect of the programme.

Clients of the free daily barbering service provided by Mr Barber are men, mostly from the surrounding businesses, tertiary training organisations, and, in the recent past, the Auckland City Mission. Community questionnaires of students' clients were completed in 2010 and 2011, with comments indicating that the needs of clients are well matched by this service. The working environment also matches employers' need to have new employees who have practised their cutting skills through the first 12 weeks of the programme and who already have good basic skills and knowledge. Employer and student surveys have shown that the needs of both these groups are well matched by the teaching and learning environment, and by the qualification gained. There is a waiting list each year for graduates to work

in barbering businesses. Some specific employer needs are well matched, for example for Pasifika graduates to work for employers who have mostly Pasifika clients.

There is good evidence of self-assessment being used by Mr Barber to understand the extent to which it is matching the needs of its students, employers, and the wider community, with good evidence also provided of improved outcomes as a result of the self-assessment. For example, the independent student surveys undertaken in 2012 found that larger students needed larger chairs for the theory part of the programme. This issue has been handled discreetly by Mr Barber, with a less formal learning environment now set up, and a variety of seating provided. The evaluators considered that Mr Barber could be more proactive in seeking to go beyond the identification of needs to seeking to understand the extent to which those needs are being matched. For example, the client survey, which is a very useful self-assessment tool, could be refined to include a satisfaction measure of how well the expressed needs are being matched.

1.4 How effective is the teaching?

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 tutors employed at Mr Barber are all well qualified, with most of them registered by HITO as workplace assessors, all with national barbering qualifications, and three of them having completed the National Certificate in Adult Literacy and Numeracy Education (Vocational Tutor/Lecturer or Workplace Trainer). All tutors have long-term barbering experience, with all meeting HITO's requirement for a minimum of 80 hours' barbering experience per annum.

The professional development requirements of the tutors are identified through an annual interview with one of the directors. Support is provided for professional development; recent professional development events have included literacy and numeracy training for all tutors. Most unit standards that are used within the level 3 Certificate in Barbering are purchased as pre-moderated units. One tutor is intending to undertake additional training in moderation processes. Mr Barber meets all external moderation requirements, through four external moderation bodies, including NZQA and HITO. Feedback received from HITO after observations of tutors' assessing practice, as is required for external moderation, has confirmed a high level of tutoring skills. This was also confirmed in a telephone conversation with the HITO representative.

Tutors model the qualities that they expect their graduates to show, including respect for individual learning styles or needs, and encouragement of all students to achieve their qualification and find suitable employment. To this end, tutors will work to match any graduates with a suitable employer, to meet both employer and graduate needs. Students are taught from the first day to treat their training as a job; they are taught about on-job culture and expectations, such as those

respecting dress, punctuality, courtesy, and respect for clients' wishes or needs. The low tutor-to-student ratio and knowledge gained of each learner enables tutors to share their personal knowledge about business processes, such as taxation requirements for small businesses.

Student feedback indicates a high level of student satisfaction with the tutoring at Mr Barber. In the analysis of student feedback for 2011, it was shown that over 90 per cent of students agreed that the tutoring they had received in barbering was effective, and that the tutoring they had received in retail and core skills was also effective. Over 90 per cent agreed that the course was well organised and administered. All students agreed that they had been provided with the resources needed for their training.

Tutoring at Mr Barber is highly effective, as evidenced by the very high achievement rates. The learning needs of students appear to be comprehensively met. The student evaluations carried out twice in each 12-week course, and the independent surveys of students carried out twice during 2012, also indicate very effective tutoring. Self-assessment is thus also effective, and has been used to bring about worthwhile improvements, such as in the provision of more student-friendly seating for theory classes. As with other key evaluation areas within this report, self-assessment could be further improved, for example to find ways of recording the informal feedback that is constantly being given by students, clients, and employers of Mr Barber graduates. This more anecdotal feedback could also contribute to improvements in the teaching and learning environment, particularly for students with higher learning needs, or students at risk of withdrawal.

1.5 How well are learners guided and supported?

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

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

The learning environment at Mr Barber is planned and structured to meet the needs of students, including their need for guidance and support. Many students have previously been unemployed or have been working in areas where their own communication or other personal skills were not as important to them as they are in the working environment of a barber shop. Students who have poor English, for example, are helped as far as possible within the context of the programme. If they have needs that cannot be met in this context, they are referred to a language school to gain additional English language skills before coming back to Mr Barber. Students with other support needs are attended to, again either by tutors within the programme or by referral to external services, including WINZ.

Within the programme, students who need additional learning support may be kept back in the initial training area within the barber shop, and may take more than 12 weeks to complete the course. Tutoring is very much on a one-to-one basis on the shop floor, so that all individual learning needs are well known to the tutors. Teachers and learners relate effectively to each other, as demonstrated by the

annual analyses of student feedback. Student feedback in 2011 also demonstrated that all students considered that they were provided with all the resources needed for their training.

Tutors watch for other signs of support being needed, such as unexplained absences. If students need financial support, for example in the period leading up to their student allowances becoming confirmed, assistance to ensure that attendance is not compromised may be given, for example bus fares paid so that they can attend classes. Students also have the option of coming to the programme early to see whether it will suit them, or to attend for a trial week at no additional charge. A further two days' 'brush-up' on skills may be offered at no additional charge for students who have taken a longer-than-normal period to return to Mr Barber for their final assessment.

As noted above, students have reported a high level of satisfaction with the course, and the resources within it, in their formal feedback to Mr Barber. The questions about support, however, could be more explicit within the survey forms. The interviews carried out by external advisory committee members during 2012 provided an opportunity for questions concerning support to be asked, and information was received that has assisted in improving the learning environment for students. These questions could be more explicitly stated in the student evaluation forms. In this context, self-assessment could be more clearly directed to determine the effectiveness of the guidance and support provided by Mr Barber.

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

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

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

Mr Barber is a small organisation, with the governance and management roles carried out by the two managing directors of the TEO. The managers and staff have all been with Mr Barber for longer than five years. The working environment is open plan, which allows for easy communication among the staff, and between staff and students.

The TEO is well resourced for the training; feedback from students, interviews at the EER with external stakeholders, and the subsequent telephone interview with the HITO representative all confirmed this. Mr Barber has a strong involvement with the sector in which it is engaged, as demonstrated by the involvement of its director in the TROQ process to develop new barbering qualifications. Mr Barber has also demonstrated a high degree of success in exceeding the performance objectives set by the TEC. The TEC's allocation of 24 EFTS for 2013, showing no change from the number allocated in 2012, demonstrates this success. An annual programme report, including the results and analyses of both staff and student

satisfaction surveys, ensures that the focus and direction of Mr Barber on its performance is continuous.

Systems in place at Mr Barber indicate a strong commitment to the successful operation of the business. The most recent version of the TEO's business plan provides an in-depth analysis of the working environment of Mr Barber, set out in terms of strengths, weaknesses, opportunities, and threats (SWOT analysis). Among the strengths noted are the focussed training, the reputation of the TEO, the quality and long-term employment of the staff, the industry contacts and industry experience of the TEO, the long-term lease of its training site and prime training location in Queen Street, Auckland, and the student loans and allowances available to students. All of these strengths were confirmed at the EER. In addition, the professional development opportunities for staff, the contracting of a quality assurance mentor for the TEO, the twice-yearly programme reviews, and the establishment of an advisory committee are all strengths, indicating highly effective governance and management systems.

Given that Mr Barber is a small TEO, there are many very effective processes in place to ensure that its performance in this context is exemplary. This excellent performance is underpinned and supported by highly effective self-assessment, which also enables areas for improvement to be identified. For example, self-assessment will be improved during 2013 in order for the TEO to better understand how it is able to support any changes made to the Government's Tertiary Education Strategy.

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 **Excellent**.

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

The judgements for this focus area are aligned with the statements set out in section 1.6 of this report.

2.2 Focus area: Certificate in Barbering (Level 3)

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

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

The judgements for this focus area are aligned with the judgements set out in section 1.1 of this report.

Recommendations

The evaluators make the following recommendations:

- That Mr Barber be more proactive in seeking to go beyond the identification of needs to seeking to understand the extent to which those needs are being matched.
- That self-assessment be further strengthened, by finding more formal ways to gain and record feedback from stakeholders.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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). Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz