

Report of External Evaluation and Review

Samala Robinson Academy Limited

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 14 March 2014

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Purpose of this Report

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

Introduction

1. TEO in context

| | |
|--------------------------------|--|
| Name of TEO: | Samala Robinson Academy Limited (SRA) |
| Type: | Private training establishment (PTE) |
| Location: | 3/69 Beach Road, Parnell, Auckland |
| First registered: | 3 January 2001 |
| Courses currently delivered: | Certificate in Fashion Makeup (Level 3) |
| Code of Practice signatory: | Approved for international students over the age of 18 years. The academy has one or two international students each year. |
| Number of students: | Domestic: 81 students both full and part-time. Currently, 30 per cent are Māori and Pasifika learners; 80 per cent are school leavers. International: no international students were enrolled at the time of the external evaluation and review (EER). |
| Number of staff: | 10 full-time and two part-time staff |
| Scope of active accreditation: | SRA has accreditation for a small number of unit standards at levels 1-3 including: 57 <i>Provide customer service</i> , 504 <i>Produce a CV</i> , 4251 <i>Plan a career pathway</i> , and 10781 <i>Produce a plan for own future directions</i> . The academy is also accredited to deliver the local level 3 Certificate in Fashion Makeup course. |
| Distinctive characteristics: | SRA delivers one course (at level 3) that pertains |

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specifically to training in makeup artistry. This is classroom-based, with a proportion of workplace experience available.

Recent significant changes: SRA has undergone a change of personnel over the past six months, with the exception of the owners, who hold the chief executive officer and school manager positions, and the retention of three of the six tutors. Two new student support staff replace the recruitment manager position. Most new staff have been in their position since the beginning of this year (2013). A number of staff, in particular the tutors and administrator, are also new to the roles they have been appointed to.

Previous quality assurance history: NZQA moderation of the three unit standards from the New Zealand Qualifications Framework indicates good results for 2010 and 2012. SRA was previously quality assured by NZQA in May 2009 and all requirements were met.

2. Scope of external evaluation and review

A scoping telephone call was held between the school manager, the administrator and the lead evaluator. As a result of this discussion and a review of information provided by the PTE, the following areas were included as focus areas for the EER.

- Governance, management and strategy

This is a mandatory focus area.

- Certificate in Fashion Makeup (Level 3)

This is the only course delivered and encompasses all of the PTE's educational activities.

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 EER was conducted on site over two days by two evaluators and included face-to-face interviews with members of the board of directors, the chief executive officer, school manager, administrator, teaching and support staff and students. Following the on-site visit, further telephone interviews were conducted with stakeholders, teaching staff and students. A range of documentation was viewed on site. Further documentation was supplied to the evaluation team following the on-site visit, and was considered in response to the draft report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Samala Robinson Academy Limited**.

- Between 2009 and 2012, SRA's overall completion rates were near the national median. In 2012, however, there was a drop in the qualification completion rate, which SRA believes to be a one-off, and it has plans to bring the 2013 outcomes back on target.
- The course itself is highly valued, based on a sound understanding of industry needs by the chief executive and founder and supported by local stakeholder bodies.
- Feedback gathered from sector representatives confirms that the qualification is current and relevant.
- SRA graduates generally move on to counter work for cosmetics companies or freelance paid and unpaid work, or progress to further study in a related field such as hairdressing or beauty therapy.
- Learners are provided with many opportunities to engage in practical workplace experience, which consolidates the classroom learning. This also gives SRA learners a chance to network, build their portfolios and demonstrate their skills to future employers and customers.
- While workplace experience is offered to all learners, the full-time learners are more able to take advantage of this opportunity than the part-time learners, who comprise nearly one-third of SRA's enrolments.
- Overall, SRA is offering a highly relevant makeup artistry course and providing good opportunities for learners to gain crucial practical experience in the field. Although most learners gain useful skills, some improvements in completion rates, and support procedures for the part-time students, remain possible.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Samala Robinson Academy Limited**.

- SRA's collection of performance information is reasonably thorough, and there is evidence that SRA responds to feedback from learner evaluations and stakeholders.
- SRA has undertaken a number of internal changes in order to better understand learner needs and hence improve learner achievement. Various administrative and reporting initiatives have been well received by SRA's staff.
- Nonetheless, there is little evidence that SRA's internal planning has been systematic or sustained, or that it has yet contributed to improved learner outcomes.
- Equally, it is not clear whether SRA has a set plan to systematically review the effectiveness of all these changes. This is a very important issue as a number of staff at SRA are new to the organisation.
- The evaluation team concluded that SRA's self-assessment practices have tended to be reactive rather than part of a long-term and systematic self-review. It is hoped that, over time, if SRA continues implementing new self-assessment initiatives, the benefits for learners will become more apparent.

Findings¹

1.1 How well do learners achieve?

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**.

SRA is an experienced organisation which has provided training for over 10 years to learners who have gone on to become makeup professionals, some achieving at the highest levels in their field.

SRA tracks learner achievement primarily through course completions data and sector feedback on learners' abilities.

In a very practice-orientated sector, feedback on learner achievement from the sector is extremely important. SRA gathers this information through informal oral feedback to learners and their supervisor on site immediately following work experience, and in some cases via formal written feedback. Another measure of learner achievement used by SRA is the frequency with which SRA learners are invited back for subsequent work experience with an organisation or event. Staff reported very positive feedback on learner achievement from the sector, and the maintenance of long-term relationships with work experience providers. The evaluators confirmed this with sector stakeholders, who reported that SRA learners were able to complete the tasks required to a very high standard and were very professional in their conduct. Several sector representatives said they provided work experience exclusively to SRA learners. SRA should consider formalising this feedback on learner achievement to establish the specific criteria and standards learners are being appraised against. This would add validity to this feedback mechanism and provide useful information to inform teaching practice.

Completion rates, as measured by the Tertiary Education Commission's educational performance indicator (EPI) figures, have usually been around the sector and level median, which SRA uses as its achievement benchmark (Table 1)

| | 2009 | 2010 | 2011 | 2012 |
|---------------------------|-------------|-------------|-------------|-------------|
| Course completions | 81% | 80% | 80% | 81% |
| Qualification completions | 81% | 78% | 79% | 73% |
| Higher-level studies | 11% | 13% | 10% | 15% |
| Retained in studies | 85% | 79% | 80% | 76% |

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

The 2012 figures are disappointing, in that the qualification completion rate was 9 per cent below the sector median, and the course completion rate 4 per cent below. SRA has identified this drop as an opportunity for improvement and has taken various initiatives, including software upgrades, process and reporting improvements, and increased support for non-completing learners.

For SRA, the drop in qualification completions is seen as temporary, and the organisation expects that completion rates for 2013 will be back to previous levels. The SRA board has recently established and set a target of 84 per cent qualification completion. This is important as SRA needs to be confident in the understanding and use of this key data, which has the potential to have a significant impact on learners and SRA.

Although SRA's changed processes offer the potential for better tracking and internal benchmarking of learner course and qualification completion rates, SRA has been delivering the same course for several years and potentially has a wealth of information from which to analyse and understand learner achievement. However, there is no clear evidence of comprehensive analysis. For example, SRA does not have a clear picture of the learner profile of those who do not complete the course. Although staff believe that part-time learners and Māori and Pasifika learners are not completing or achieving at the same rate as other learners, there does not appear to be robust analysis of this issue or a plan for how to better support achievement for these learners. This is important given that approximately one-third of learners are part-time, and Māori and Pasifika learners are being actively recruited, increasing the percentage of these learners at SRA.

SRA would benefit from developing more comprehensive and enquiring self-assessment analysis that could be utilised to understand and target learner support, which may ultimately improve the course and qualification completion rates of the learners.

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**.

Graduates and learners at SRA identify the most valued outcomes as achieving the Certificate in Fashion Makeup and gaining the skills and confidence to work as makeup artists in a variety of professional settings. SRA and learners believe that achieving the qualification puts learners ahead of others in a competitive industry where formal qualifications are not required. The provision of workplace experience gives SRA learners opportunities to network within the industry, gain self-confidence in developing and utilising the skills and abilities required in

makeup artistry, add to their portfolio, and demonstrate the acquisition of skills to future employers or customers.

SRA has designed the course to provide learners with the skills to make the most of the workplace experience, ensuring that learners are equipped with appropriate skills and the ability to produce the latest looks in makeup artistry. The wide variety of workplace experience on offer at SRA allows learners a get a taste of the various employment opportunities in the sector, and it is this workplace experience that provides learners with the confidence to know that they can achieve as makeup professionals. Learners also identified SRA as having an excellent reputation and were proud to be SRA learners, feeling that graduation with an SRA qualification would open doors for them to future employment or training opportunities.

Learners enter SRA with a range of outcomes in mind. Many want to work in the fashion industry, while some already work in the industry and want to expand their skills to include makeup artistry. A number of SRA graduates find work in the fashion industry, some at the highest level. For example, one SRA learner has secured a prestigious role as head of MAC Cosmetics Australasia. SRA keeps a 'brag book' of SRA learner and graduate success stories, including articles about former learners, and photo shoots in magazines. Follow-up of graduates and keeping a graduate register are occurring and have helped to establish data on graduate destinations. Data for 2011 and 2012 appears to be formally indicating what SRA has informally understood previously, that some graduates find employment in the industry, mostly working at cosmetic counters in department stores. Some graduates freelance, mostly for balls and weddings, and a few progress to further study in areas that align with makeup artistry, such as hairdressing and beauty therapy.

The graduate register enables SRA to actively re-engage graduates. For example, SRA is able to invite graduates to provide workplace support for current learners in the field during workplace experience, which provides the graduates with ongoing networking opportunities and an opportunity to enhance their own experience as team leaders and to record this in their CVs. SRA also utilises its Facebook page to gather graduate data and, having identified Facebook as a key tool in communicating with learners (prospective, current and past), has engaged an external agency to gain maximum utility from this technology.

The new management structure at SRA enables the founder and chief executive officer to devote the majority of her time to ongoing stakeholder engagement and immersing herself in the industry. SRA believes this is a better use of the chief executive officer's talents and skills because having a passion and many years' experience in the industry enables her to network and keep abreast of changes and trends in the sector. The local advisory committee meets several times a year to provide industry input to ensure that SRA's training remains relevant to the sector. The newly instituted academic advisory board – which includes industry representation – has also formalised some of the stakeholder relationships that have been mostly relational and informal in the past, and provides input into the

content and delivery of SRA's courses. There was evidence that SRA has used suggestions from these bodies to make changes to the courses. For example, as a result of input from the academic advisory board, and given that learner destination data indicates a number are finding employment in retail makeup, SRA has begun to incorporate more training in customer service.

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 **Good**.

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

SRA is exemplary in matching the needs of industry through the design of the Certificate in Fashion Makeup. There are numerous avenues SRA uses to gather and understand what is important and relevant to the sector. However, SRA's understanding of the needs of the learners is not quite as robustly determined.

The Certificate in Fashion Makeup course is based soundly on industry needs and trends. A key way in which this knowledge is gathered is through the extensive experience and ongoing active involvement in the sector of the chief executive officer, whose knowledge is shared with learners and staff, who all have personal work experience in the industry. Input from industry stakeholders who are engaged via the local advisory committee, and to a lesser extent the academic advisory board, provides feedback to SRA. Together with feedback from those that provide work experience for SRA learners, these sources all contribute directly and indirectly towards the design of the course. There is evidence of formal course review and changes to the programme, such as the introduction of the customer service topic and a total revamp of the makeup profiles taught on the course in order to provide learners with current makeup looks and techniques. SRA also changed the way makeup kits are provided and paid for, to better meet learner needs. Some learners were unable to pay for their kits during the course, so SRA now incorporates the cost into course fees and learners all receive their kits at the same time, having them available throughout their training. Although not assessed, professional standards are inherent within the programme and there is a focus on hygiene, personal presentation and punctuality. Most learners about to complete the course said they felt well prepared for work in the sector.

The course is highly relevant and covers topics and looks, both period and contemporary, that are current in the industry or form a basis from which learners will need to continue to develop their skills in the future. Most important to learners is the opportunity provided every day to practise the looks and skills of makeup artistry.

SRA understands how well the programme and activities meet the needs of individual learners via evaluations (conducted at weeks eight and 16 of the 17-

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week course), a four-weekly on-to-one interview between tutor and learner, and through exit interviews. The information collected from these activities is providing SRA with information on the areas where learners would like the course enhanced, such as wedding makeup, as graduates identify that they can earn an income from freelancing in this area. SRA support staff are taking note of these comments and discussing them further with SRA staff, where a decision can be made to adjust the programme and support the needs of learners where necessary. Most often, suggestions for change from learners focus on resources, and SRA has responded to these suggestions, for example in changing the type of foundation in the makeup kits in response to complaints from learners about its quality.

SRA does not conduct a formal needs assessment of literacy or learning needs at enrolment, but does require learners to complete an interview and form which provides the PTE with some information and in which learners can self-identify any specific learning needs. Learner support and learning needs could be assessed more rigorously at this stage to provide SRA with more specific information about the needs of individual learners and also to provide support and assistance. Conducting the first one-to-one interview earlier than four weeks into the programme might also help SRA to gauge whether learners' needs are being met earlier in the course to ensure that all learners are well supported to complete the qualification.

Work placement experience opportunities are offered to all learners and provide first-hand experience, consolidating classroom learning and exposing the learner to the realities of working in the industry. Workplace experience most often takes the form of a one-off event over several hours, where learners are applying makeup artistry skills at occasions such as for an event at a hairdressing PTE, a photo shoot, and model, fashion or entertainment events. These voluntary engagements are highly valued by the learners who are encouraged to participate once SRA is confident in their ability to represent themselves and SRA appropriately. Learners are usually supported by SRA staff or a graduate when on work experience. The supervisor and learner both provide feedback on the experience, which has the potential to directly inform SRA about the course content and the learner's ability. Networking opportunities, which are crucial in the industry, become accessible and the learner's portfolio can be bolstered with 'real work'. This is beneficial for learners who can demonstrate skills to a potential employer, or customer if freelancing.

Workplace experience is offered to and utilised by all learners, but full-time learners are most able to take advantage of the work experience opportunities. Given the importance of workplace training, SRA would benefit from considering how part-time learners, who comprise nearly one-third of all learners, might be supported to undertake comparable levels of work experience.

1.4 How effective is the teaching?

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 **Adequate**.

The teaching at SRA is effective, and this is demonstrated through the learners' engagement with the tutors, who are of a similar generation and relate well to the learners through daily encounters and a shared interest in and passion for the fashion industry. Four out of seven tutors are graduates of SRA and all have personal experience in makeup artistry and other related fields such as hairdressing and beauty therapy. Tutors are kept up to date via the chief executive officer's networking and their own interest and engagement in the industry, and have professional development scheduled internally.

The learning environment is structured to replicate as much as possible the environment learners will be working in, and props are displayed and used to help create an authentic atmosphere in the classroom to enhance the module being taught. Assessments are clearly explained and there are good opportunities to practise prior to being assessed; tutors also provide feedback on areas of strength and areas needing improvement. NZQA post-moderation of the three unit standards from the New Zealand Qualifications Framework indicates good results. SRA has a process to internally moderate the remaining standards of this local course, with the intention of engaging external expertise for support with this process.

With the upgrade of the student management system, the programme leader is now better able to forecast and track individual learner progress. This is an improvement on 2012. SRA has not yet been able to complete any detailed analysis of the information to validate whether any of the changes in teaching practice, tutors or programme content are leading to improved outcomes for learners.

SRA has a number of self-assessment activities used to gain information about the quality of the teaching. Course evaluations that ask specifically about the teaching, resources and assessments are conducted at approximately the mid and end-point of the course. The programme leader undertakes formal observation of the tutors, and there is evidence of peer evaluations. All full-time classes have a student representative, which is formalised as a means for SRA to receive feedback and input. The appointment of class representatives does not consistently occur for the part-time classes.

Although all tutors have very good industry knowledge and the required skills in makeup artistry, only the programme leader and one tutor have any formal adult education training and none, including the programme leader, hold unit standard 4098 *Use standards to assess candidate performance*. This is potentially significant as over half of the full-time teaching staff members are new to SRA and new to teaching. In recognition of this, SRA is supporting the tutors in their

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professional development, and the programme leader has commenced the National Certificate in Adult Education and Training (Level 4), which is important as there is limited other educational expertise within SRA to monitor and support teaching practice. Learners interviewed for the evaluation reported having excellent tutors, particularly appreciating their practical skills and industry knowledge.

1.5 How well are learners guided and supported?

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 **Adequate**.

Two staff members have been employed specifically to provide support to learners. Both staff have some relevant experience in supporting young people, and for the size of the organisation this is a significant resource now committed to learner support. Support staff say they have clear roles and expectations. Processes that are believed to contribute to improved learner achievement are now being tightened up, for example proactively following up on attendance issues and previously deferred learners to re-engage. Support staff also take a key role in organising, implementing and supporting the learners in their workplace experiences.

Support for learners is the responsibility of all staff at SRA; as such, SRA offers combined support activities such as assemblies and shared lunches. SRA looks to maximise opportunities that occur, such as Valentine's Day and Easter, to encourage creativity and activity at SRA, which aids and enhances learner and staff relationships. Learners reported having fun at SRA and that the fun aspect made attending and learning more attractive. Some of the fun activities also allowed learners to showcase their skills, for example in having themed Fridays where learners attend in full fancy dress.

Every Monday, which is a non-teaching day when staff are available on site, learners have an opportunity to catch up on work or required attendance. There is an open-door policy across the organisation, and access to an external counsellor if required. There are genuine attempts to offer support and to engage part-time learners, who attend classes at night and in the weekend and as a result are not always available to attend the activities or engage within usual business hours. Most evenings, either the programme leader or support staff are on site for the beginning of the class to get to know the learners and engage with them prior to class.

SRA aims to increase the number of Māori and Pasifika learners, and recent data indicates that the percentages of Māori and Pasifika learners are rising. While course completion rates have improved since 2010, SRA's data indicates that these learners are not completing at the same rate as others. Identifying the culture-specific needs of these learners and understanding how best to guide and support them effectively is important. Partly to support the Māori and Pasifika

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learner population, SRA has employed a support person who identifies as both Māori and Pasifika, but it is not clear to the evaluation team that all SRA staff recognise or are competently able to respond to the possible needs of these learners.

Feedback about the quality of the support provided by SRA is predominantly gained via learner evaluations and a suggestion box. Learners and staff report that the results of evaluations are fed back to the learners. Changes made as a result of these feedback processes have included approving requests for resource items such as paper handtowels in the bathroom, more makeup application sponges and an on-site vending machine. An informal feedback process via tutors is always available to learners, who will inform the support staff of any issues and changes in attendance. SRA appears to be providing good support to learners, but it is not clear whether the self-assessment activities used to inform SRA about the quality of the support are effective. Achieving this would validate what SRA thinks is important to learners and assist in understanding how the new positions and resources that have been created and the processes that have been introduced and tightened are adding value to the learners' experience and making an impact on educational performance, especially for learners who do not achieve.

SRA is a signatory to the Code of Practice for the Pastoral Care of International Students, and approved to have international students aged 18 years and over. Historically, SRA has had few international students, and at the time of the EER there were none. This is an area SRA wishes to develop further, and as such will need to ensure sufficient expertise within staff members to ensure all compliance and regulatory requirements are met. Currently, SRA utilises contracted external expertise for the one or two learners a year that the Code of Practice pertains to.

1.6 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 **Adequate**.

The restructure in late 2012 was in response to an identified need for increased clarity around staff roles, better communication within the organisation, and clearer leadership structure and roles, and was a significant event for SRA. The restructure has resulted in changes at all levels of the organisation. At upper management, the owner has been released from operational functions in order to work to her strengths. She uses her industry relationships to keep up to date with sector changes and trends and to establish new relationships for the benefit of SRA. The position of school manager, replacing the previous director position, was established to provide a position responsible for streamlining the operational side of SRA, and a functioning board of trustees has recently been more formally established to provide governance for SRA. The academic advisory board was

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established to provide academic advice to complement the sector advice given by the local advisory committee. Most new staff have been in their positions since the beginning of this year. A number of staff are also new to the roles they have been appointed to. Planned professional development should contribute toward the upskilling of these staff members. Professional development plans include supporting the administrator to attend NZQA and Tertiary Education Commission workshops, and Targeted Review of Qualifications meetings involving the sector. The programme leader and tutors have already enrolled, or are intending to enrol, in relevant adult education training. This is all good progress which has occurred over a relatively short period of time.

SRA has good informal feedback about the impact and effectiveness of the changes to personnel and the new organisational structure. Staff are reporting that clear leadership and authentic communication and decision-making occur through regular meetings between tutors, management and the board. The board members report evidence of improvement, for example in the evaluations from learners, where issues are being resolved, and the timely and fuller reporting that is now available to the board of trustees.

Formal self-review of these changes is important as they have an impact on all aspects of the PTE, most significantly on learner achievement. It was not clear how the effectiveness of these comprehensive changes will be reviewed and analysed to validate SRA's understanding of the changes.

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 **Adequate**.

2.2 Focus area: Certificate in Fashion Makeup (Level 3)

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

- That SRA continue to gather authentic data, such as achievement and graduate outcomes and reviews of self-assessment processes, to ensure the data is sufficiently comprehensive to provide a sound base for analysis, to confirm trends and to develop strategies to improve the educational performance of all learners
- That it reviews the recent changes within the organisation to ensure that these are resulting in improved outcomes for the learners.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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